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ABSTRACT

This document describes Wayne Community College's (North Carolina) strategic plan for 2001-2002. The college's goals, as well as objectives set forth by the North Carolina Community College System, are discussed. Long-range goals include: (1) enhancing student success through college-wide programs and services; (2) providing opportunities for excellence in learning through accessible, high-quality educational experiences; (3) enhancing the performance of faculty and staff through opportunities and incentives; (4) improving productivity and responsible use of all available resources through a comprehensive planning and management system; (5) providing an attractive, flexible, and accessible educational facility that enhances the quality of life in the community; (6) enhancing the effectiveness of the college through appropriate planning, research, marketing, and resource development; (7) strengthening the partnership between the college and the community through programs and services; (8) integrating technology in all aspects of the college's operation; and (9) encouraging an appreciation and understanding of diversity by providing programs and services that respond to the diversity within the community. Critical success factors and performance measures are also listed. Planning calendar, planning model, and a list of planning council members are included. (CJW)

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Wayne Community College

ED 462 990

Strategic Plan Guide
2001 - 2002

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MANUAL FOR INSTITUTIONAL EFFECTIVENESS
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INTRODUCTION

Wayne Community College was established as Goldsboro Industrial Education Center on June 15, 1957. In its forty year history, the college has undergone many changes that have resulted in improving the quality of instruction, facilities, and graduates. These changes are a result of effective planning, evaluation, and improvement.

Wayne Community College was fully accredited by the Southern Association of Colleges and Schools in 1969 and was reaffirmed in 1974, 1986, and 1995.

Historical Background of Planning at Wayne Community College

The decade of the 1980's saw the publication of numerous articles and reports emphasizing the importance of institutional effectiveness, such as improved performance and accountability in higher education. Particular emphasis was placed on student learning successes and outcomes. As a result, the Southern Association of Colleges and Schools (SACS), Wayne Community College's (WCC) regional accreditation agency, moved from a format of measuring colleges against standards to one of meeting criteria. These new "Criteria" were presented to WCC during its 1984 self-study, and the college had an option to be evaluated under the former or new standards. The college elected to be evaluated under the former standards.

Subsequent to the 1986 SACS reaffirmation, WCC entered into a Title III Strengthening Institutions consortial agreement with several other community colleges to begin developing the framework for institutional effectiveness. From 1987-90, college personnel learned about planning and developing a planning model that is geared towards the evolutionary process of institutional effectiveness. A thirteen-member planning council, consisting of faculty and administrative personnel, was established. In addition, three major planning groups were created, consisting of departments under the President, Vice President for Educational Support Services, and Vice President for Instructional Services. The college's first plan under this concept was published in 1989 and the second edition in 1990.

Since then, several major events have occurred that required the college Planning Council to reexamine its goals. The goals did not appear to support the entire college operation. They were "operationally oriented" and dealt more with the support function of the college and very little with instruction. Departments found the goals ambiguous and had difficulty identifying which ones were appropriate to them. Consequently, seven long-range goals were developed (reduced from eight). Feedback from the Department of Community College's Plan Review Committee in 1991 indicated that the WCC Planning Document needed to address "Intended Outcomes and Assessment Criteria" in order to be able to show that WCC was meeting its intended purpose. Subsequently, a one-year state grant was approved that allowed the faculty and staff to receive training in developing intended outcomes and assessment criteria from one of the leaders in Institutional Effectiveness, Dr. James O. Nichols, Director of Planning and Institutional Research at the University of Mississippi; Mr. Keith Brown, Director of Planning at the North Carolina Community College System office; and Mr. Bill Thompson, Director of Planning and Research at Wayne Community College. Dr. Nichols recommended that WCC's Planning Council review and possibly modify the college's mission and purpose statement. The revised mission and purpose statement was approved by the WCC Board of Trustees in May 1992.

In the summer of 1992, WCC selected a new President. Shortly thereafter, a reorganization occurred that expanded the size of the planning units and increased the size of the Planning Council.

In 1992, the third edition of a two-year plan was published to accommodate the changes resulting from the reorganization and to allow faculty and staff the opportunity to prepare for SACS self-study. In 1994-95, the fourth edition of the plan included revised goals as a result of a five-year Long-Range Plan review which was conducted in 1993. In April 1995, the Southern Association of Colleges and Schools reaffirmation committee commended the college "for the broad participation of faculty, staff, and administration in the development of the budget/planning process and for the open process by which resources are allocated to planned priorities." In the 1997-98 planning year the college celebrated its fortieth anniversary. Part of that celebration was the scheduled review and examination of the college's purpose statement and goals using the Future Search Conference. The Future Search Conference is an alternative approach to examining the college's external and internal environment using a cross-section of participants from the county as opposed to the typical environmental survey scanning process that seeks to collect information on the colleges strengths, weaknesses, opportunities, threats and trends. As a result of the Future Search Conference, the purpose statement was modified, and two long-range goals addressing diversity and technology were added into the college Plan.

This planning document is the product of extensive training, evaluation, feedback, broad-based participation, and commitment to excellence by the personnel at Wayne Community College.

The 2001 Plan represents the ninth edition of the Manual for Institutional Effectiveness.

North Carolina Emphasis on Planning

In 1989 the North Carolina General Assembly mandated accountability processes for the 58 community colleges. This legislation made it mandatory that North Carolina community colleges maintain effective systems of quality assessment and accountability to determine institutional effectiveness; disseminate the results of outcomes to constituents within the state; initiate changes in curriculum, programs, and policy based on data related to institutional effectiveness; and respond to the 33 Recommendations submitted in the report of the Commission on the Future of North Carolina's Community Colleges, published in February 1989 and titled "Gaining the Competitive Edge: The Challenge." This report was distributed to every community college employee in Summer 1989.

The State Board of Community Colleges, which governs the 59 North Carolina Community Colleges, has accepted the SACS accreditation agency criteria and NC legislative mandates as the foundation for a system-wide process of planning and evaluation.

The North Carolina State Board of Community Colleges took action in September 1998 to change the reporting requirements for the college institutional effectiveness plan. While maintaining the requirement for compliance with the legislative mandate that each college develop an annual Institutional Effectiveness Plan (IEP), the State Board took the position that the IEP should be designed to meet the needs of the college and should not be a state compliance document. Noting the success of community colleges in developing ongoing, effective planning processes, the State Board agreed with staff recommendations that colleges be granted greater flexibility in the development of the IEP and that colleges no longer be required to submit a copy of the IEP to the System Office. In so doing, the State Board recognizes that the college has the responsibility for ensuring their IEP processes are in compliance with SACS requirements.

On July 1, 1999, community colleges were no longer required to submit an IEP to the System Office. In addition, colleges have been granted greater flexibility in the design and content of the IEP. The System Office will monitor compliance with the legislative mandate that colleges have an ongoing planning process that results in an annual IEP through the educational program audit process.

In the Wayne Community College Plan, information is integrated into one plan. However, the information is separated by planning units and categorized by planning groups to provide a more useful presentation for faculty and staff to work with as they complete their objectives to determine WCC's institutional effectiveness. An example of such categorization is seen in the planning assumptions. These assumptions have been categorized under such headings as resources, students, educational programs, personnel, communications, facilities, college operation, and the community. Another example is evident in the objectives. These objectives are presented by planning groups, program areas, and/or responsible staff when appropriate.

Questions or comments about this plan are welcomed. Individuals may contact the Director of Planning and Research at (919) 735-5152, ext. 282, or any member of the Planning Council.

Purpose & Goals

The college plan is called the Manual for Institutional Effectiveness, as depicted on its cover, and incorporates the philosophy (purpose statement) and goals of the institution.

PURPOSE STATEMENT

Wayne Community College is a public, two-year college with an open-door admissions policy. The college serves individuals, business and industry, and other groups in the service area with quality, economical, convenient learning opportunities to meet student and community needs.

In order to fulfil this general purpose most effectively, the college strives to accomplish the following:

a. To provide all students the opportunities to develop both personal and marketable skills.
b. To develop basic learning skills in all students.
c. To provide for the training needs of local business and industry.
d. To enable students to continue their education at other institutions.
e. To increase the cultural awareness of students and community.
f. To enhance the quality of life in the community.

WAYNE COMMUNITY COLLEGE GOALS

STUDENTS - Enhance student success through college wide programs and services.

EDUCATIONAL PROGRAMS - Provide opportunities for excellence in learning through accessible, high quality educational experiences.

FACULTY AND STAFF - Enhance the performance of faculty and staff through opportunities and incentives.

ADMINISTRATION AND FINANCE - Improve productivity and responsible use of all available resources through a comprehensive planning and management system.

FACILITIES - Provide an attractive, flexible, and accessible educational facility that enhances the quality of life in the community.

INSTITUTIONAL DEVELOPMENT - Enhance the effectiveness of the college through appropriate planning, research, marketing, and resource development.

COMMUNITY - Strengthen the partnership between the college and the community through programs and services.

TECHNOLOGY - Integrate technology in all aspects of the college's operations.

DIVERSITY - Encourage an appreciation and understanding of diversity by providing programs and services that respond to the diversity within the college and community.

Approved by the Board of Trustees on March 24, 1999

NCCCS MISSION STATEMENT
for the
North Carolina Community College System
2000-2003

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and well-being of individuals by providing:

* Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
* Support for economic development through services to and in partnership with business and industry.
* Services to communities and individuals, which improve the quality of life.

Cross Reference of System Level (State)
and
Wayne Community College Goals

System Level Goal 1: In collaboration with Regional Economic Development Partnerships, identify the workforce needs of emerging jobs in rural and urban economies in North Carolina.

WCC Long-Range Goals: 2,6,7,8,9

System Level Goal 2: Develop and implement the educational and training programs necessary to meet the workforce needs of each region and college service area.

WCC Long-Range Goals: 1,2,3,4,6,7,8,9

System Level Goal 3: Promote recruitment, retention and development of high quality faculty and staff necessary to achieve the educational and training objectives of the community college system and provide North Carolina with a world-class workforce.

WCC Long-Range Goals: 3,4,5,6,7

System Level Goal 4: Provide learners the opportunity to develop essential skills for lifelong learning.

WCC Long-Range Goals: 1,2,3,5,8,9

System Level Goal 5: Upgrade and retain learners for the workplace through flexible, accessible, customized educational and training programs.

WCC Long-Range Goals: 1,2,5,6,7,8,9

System Level Goal 6: Provide educational and training opportunities that meet the needs of diverse and physically challenged populations.

WCC Long-Range Goals: 1,2,3,4,5,6,7,8,9

System Level Goal 7: Develop innovative and flexible programs and services that meet the needs of the workforce and the economy.

WCC Long-Range Goals: 1,2,4,8,9

System Level Goal 8: Expand public awareness of and support for the North Carolina Community College System.

WCC Long-Range Goals: 6,7

System Level Goal 9: Utilize appropriate measures of quality for the improvement of programs and services.

WCC Long-Range Goals: 3,4,6

System Level Goal 10: Continuously research, analyze and secure the funding necessary to fulfill the mission of the North Carolina Community College System.

WCC Long-Range Goals: 4,6,7

System Level Goal 11: Assess and modify allocation methods to ensure equitable distribution of funds that meet the needs of the North Carolina Community College System.

WCC Long-Range Goals: 4,6,7

System Level Goal 12: Develop processes for measuring the effectiveness of resource allocations and utilization.

WCC Long-Range Goals: 4,6,7

System Level Goal 13: Acquire and maintain the facilities, equipment and learning resources to support the educational and training objectives of the community college system.

WCC Long-Range Goals: 2,3,4,6,8,9

System Level Goal 14: Encourage and support faculty and staff in the effective and efficient uses of instructional technology and administrative computing systems.

WCC Long-Range Goals: 2,3,4,5,6,8

System Level Goal 15: Expand the distance learning options to increase educational opportunities for all adults.

WCC Long-Range Goals: 1,2,3,4,5,6,8

System Level Goal 16: Develop, implement, and evaluate the new management information system.

WCC Long-Range Goals: 4,6,8

Institutional Effectiveness Program

Institutional effectiveness is a concept unique to higher education. The concept grew out of a concern that higher education institutions had, over the years, been process-and-resource-oriented and that, in an era of accountability, there needed to be a shift to outcomes-orientation. In short, the concept of institutional effectiveness has shifted from looking at what higher education institutions do to what these institutions accomplish.

Institutional Effectiveness, as it is understood at Wayne Community College, is more than a synonym for assessment or evaluation. It is an institutional perspective that focuses on results and accomplishments. The college's definition of institutional effectiveness has three major components: planning, evaluation, and improvement. Within the context of the college's institutional effectiveness program, planning, evaluation, and improvement are defined as follows:

> Planning: A cyclical process which documents in detail the intended purpose, direction, and expected outcomes of the college and provides a mechanism for periodic review and updating of the purpose, direction, and expected outcomes.
>
> Evaluation: A systematic process of measuring the college against its stated purpose and future direction in terms of outcomes accomplished. Evaluation gauges how progress is being made in meeting college objectives or standards.
>
> Improvement: A process which involves taking the results of evaluation and incorporating change in programs and services that benefit the students, faculty, staff, and community.

The WCC Planning Process

The planning process at WCC is conducted every five years (for purpose statement and long-range goals review) and annually (for short-range goals and objectives). Although this is the college's scheduled cycle it can be adjusted as needed.

The WCC Planning Process is comprehensive, broad-based and integrated with the college budget. Since the college receives the majority of its operating funds from state and county allocations, the Plan Year follows the July through June state fiscal year. All college personnel have the opportunity to participate in the planning process. The college policy on allocation of new resources is that "you must have a planning objective in order to be considered for new money".

The Plan is developed for a five year period and is referred to as the Long Range or Institutional Effectiveness Plan and consists of: 1) College Purpose Statement, 2) Long Range Goals, 3) Short Range Goals, 4) Objectives, 5) Assessment Criteria, 6) Resources, 7) Mid-Year and End of Year Status Report, and 8) Use of Results.

A comprehensive review of The Long Range Plan is conducted by the college Planning Council every four years. During the review, the planning council examines the college purpose statement and goals using assessment information from students, faculty, staff and the public.

The assessment information is provided by the Office of the Director of Planning and Research and can evolve from different processes:

1. SWOTT's analysis. SWOTT's is an acronym for Strengths, Weaknesses, Opportunities, Threats, and Trends. A SWOTT's analysis normally involves the use of survey instruments, interviews, data analysis of local, state and national demographics, politics, economic condition, employment, and education. Students, faculty, staff, alumni, local citizens, governmental agencies, private business and community organizations are requested to participate in survey's and interviews.

2. Future Search Conference. The Future Search Conference involves the gathering of information similar to the SWOTTs process using a cross section of people from inside and outside of the college that are representative of the community. This process can take anywhere from an afternoon to two days, depending on the maturity level of the college's planning process as well as the time the college is willing to commit to the Future Search Process. The Future Search Conference involves detailed advanced planning that will ensure a representative cross-section of people representing the community participate. Usually, about 70-75 people along with 7-8 facilitators participate. The college can choose to provide advance demographic data to the participants before the conference begins or choose to use a brainstorming process instead and not influence the participants with any demographic information prior to the conference. The latter assumes the participants are basically informed on matters influencing the community.

The following information provides a more detailed description of each process.

Institution's Purpose and Long-Range Goals (Five year cycle)

Every five years the mission and purpose statement for Wayne Community College will undergo a thorough review and refinement process. WCC celebrated its 40th anniversary in Fall 1997. The college elected to conduct the mission/purpose review one year early. The following steps are used for this review process.

1. The Planning Council, taking into account relevant internal and external planning data, reviews and revises, as appropriate, the purpose statement and long-range goals for the college.

2. Copies of the proposed revisions are distributed to all college employees (full-time and part-time) and Board of Trustees members for comments, recommendations, or changes for improvement.

   This information is returned to the Director of Planning and Research, who compiles the results for study by the Planning Council. The Planning Council makes a formal recommendation to the Administrative Council.

3. Once the Administrative Council approves the revised Purpose Statement and Long-Range Goals, the President, who presides over the Administrative Council, presents the final version of the Purpose Statement and Long-Range goals to the Board of Trustees for approval and adoption; this action is reflected in the official minutes of the Board.

Short-Range Goals and Objectives (Annually)

Before preparation of short-range goals and objectives can occur, WCC leaders must review what happened in the previous planning year in their respective divisions. The following steps outline the planning, budgeting, and evaluation process for the college.

1. The Planning Council meets in September to evaluate the results of the previous year's plan. The evaluation process consists of a review of the End of Year Report, college Critical Success Factors,

Purpose Statement, and goals. The council revises and updates the purpose statement and goals (long or short) as necessary.

2. Based on recommendations/feedback from the Planning Council, the planning group heads begin developing departmental objectives (within their divisions), educational outcomes, methods of assessment, and required resources (budgets) for the next planning year (November through February). The WCC Planning Document Format and Definitions, along with the Budget/Plan Integration Instructions, are a part of the Manual for Institutional Effectiveness.

3. Planning Group heads prioritize planning objectives and budgets within their divisions for presentation to the Planning Council at the spring retreat.

4. At the Planning Council's retreat, each Planning Group head is given the opportunity to present their division's prioritized list of objectives to the Planning Council for consideration and further prioritization. The Planning Council then uses a modified Delphi method to prioritize all of the objectives. The Planning Council, to get a picture of what could be accomplished if money was not an obstacle, prioritizes the objectives without the knowledge of resource dollars required for each objective.

5. The Administrative Council reviews each department's current year budget for comparison against expenditures for the current year to determine if requests for budgetary increases are reasonable.

   Once each department's base budget is established for the new year, the prioritized planning objectives with budget requests, are reviewed and funded. Because the college receives money from several sources (county, state, federal, and private) the president has final say on how objectives are funded. This process cannot be finalized until the bulk of the funding is received from the State of North Carolina.

6. The Plan is published in the Shared Documents WordPerfect File and on P&R's website. However, it cannot be implemented until the college receives its budget allotment from the State. Consequently, delays in implementing department objectives may occur if insufficient funding is received and other sources cannot be used. Those objectives that cannot be funded will be reviewed at the Planning Council meeting for deletion or delay in the current plan year. The plan is shared with the college's Board of Trustees, and all employees may view the plan by accessing the Shared Documents WordPerfect File or the P&R's website. Changes to the Plan are shared with employees at the Annual Fall Staff Orientation meeting and through the respective Planning Council members.

7. Division heads (Planning Group Heads) are charged with monitoring the progress of their division objectives at least four times a year (September, December, March, and June). In December, a written mid-year status review is completed and submitted to the Planning Council for review in February. An end-of-year report is completed in June by each division for review by the Planning Council in August. Both reports are recorded in the WordPerfect Document File. The reports are used to evaluate Critical Success Factors and evaluate the success of the Plan after the closeout of the current fiscal year.

WCC Planning Model

Planning models from other community colleges were studied in order to develop a model which has the required components of planning and to develop a model which "fits" WCC needs. Elements of several models were borrowed once the need for the planning elements were determined to fit our process. The college's revised model reflects the evolutionary process of planning, assessment, and improvement. This is how the model works:

a. The square box in the top left corner, Data Collection & Analysis, indicates the different types of information that is collected in the planning process. Data gathered from internal and external sources, program and special services reviews, state and federal mandates, and other areas are analyzed to determine where the college should be headed in order to support the needs of the community. This is normally a five-year review, but also serves as an annual feedback mechanism for Short-Range Goal accomplishment.

b. As we move from the Data Collection box (dotted line) to the center top box, we examine our information and begin to develop assumptions that will help us to examine, evaluate, and modify our Purpose and Long-Range Goals for the next five years. The Annual Review for Expected Results closes the loop but will be addressed towards the end of the model.

c. As you follow the solid line down the right side of the page to the next box, you will see that the Short-Range Goals are reviewed for currency every two years. The Annual Status Review is the review of the previous years plan to ensure that Short-Range Goals were met. Those that were not, will be considered for continuation in the next year's plan.

d. As the solid line moves down to the right corner of the page, (November - February), departments begin to develop their objectives for the next plan year. As they develop these objectives, they must also provide the types of resources (money, equipment, personnel, facilities, etc.) they will need in their budget in order to accomplish departmental objectives.

e. As you follow the solid line to the bottom left of the page, the respective Planning and Administrative Councils review and approve the departments' Plan and Budget requests.

f. At the far left margin of the page, as we follow the solid line, the Planning and Research Office consolidates the various planning group's input and publishes the Plan.

g. The solid line changes to a broken line which starts the new plan year as depicted in the Implementation of Objectives octagonal box. During September - October, department chairs and directors are charged with their Departments Review of Progress. A formal progress report is not required.

h. As the broken line moves down to the Mid-Year Status Report box, each of the eight planning groups will present a progress report to the Planning and Administrative Councils in January. This is designed to inform the respective council members of problems, observations, and/or recommendations from the department.

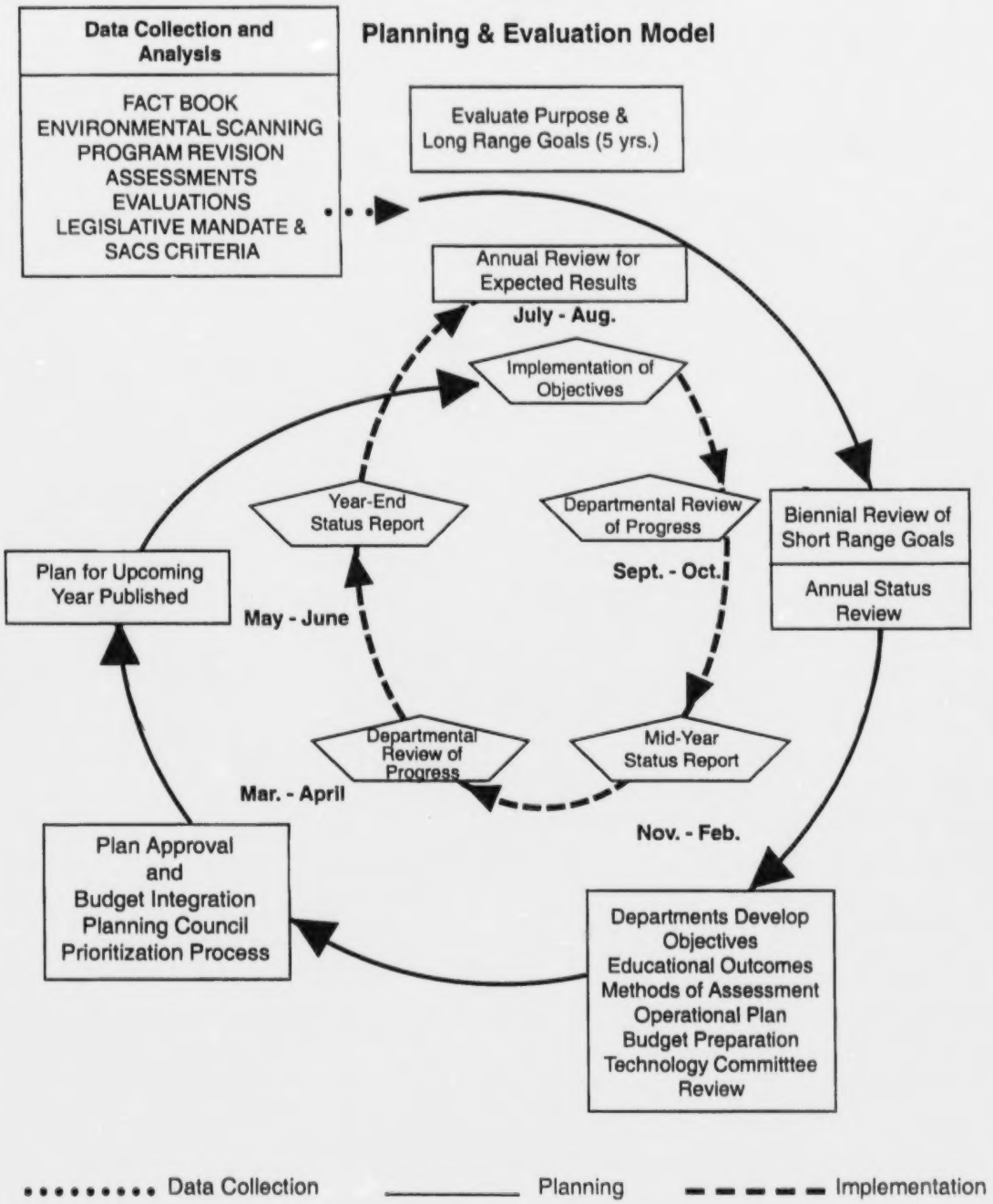
i. As the broken line moves to the left (March - April), department chairs and directors are charged with their Department's Review of Progress. A formal progress report is not required.

j. As the broken line moves upward, towards the Year-End Status Reports, departments begin to evaluate their objectives accomplishment and how they impacted or supported the college's goals and purpose and submits the report to Planning and Research who compiles the Year-End Status Report and forwards to Planning Council, Administrative Council, Board of Trustees, Faculty and staff, and NCCCS for review and feedback.

k. The broken line completes the loop to the Annual Review for Expected Results box indicating feedback from the respective councils and NCCCS. After review, changes are incorporated into the next year's plan, which ties back into the planning and evaluation process. The cycle repeats itself.

This model is flexible and reveals the dynamics associated with institutional planning, evaluation, and improvement. Unforeseen events and changes in mission priorities can easily be adopted when and where needed.

WAYNE COMMUNITY COLLEGE



Types of Plans

The college uses three types of plans: Strategic Long-Range Plan, Operational Plan, and Institutional Effectiveness Plan. These plans are consolidated into the manual to guide faculty and staff towards WCC's goals. An explanation of each follows:

a. Strategic Long-Range Plan: This is a five-year visionary plan that, as a result of internal and external scanning and marketing surveys, determines the future course of the college. Although the college does not see its seven Long-Range Goals changing significantly, they must be periodically reviewed for currency to ensure they are consistent with the college's purpose.

b. Operational Plan: The operational plan is process-oriented and normally runs for one or two years. The operational plan reflects the necessary steps to carry out intended departmental outcomes; such as the resources needed to put the departmental goal or objective in operation.

c. Institutional Effectiveness Plan: Faculty department heads are charged to develop statements of intended educational outcomes that reflect what departments intend for students to know (cognitive), think (attitudinal), or do (behavioral) when the student has completed his or her degree program or general education "core" curricula. Administrative department heads identify appropriate outcomes that reflect support towards student achievement. Quantitative or qualitative means of assessment are used to measure the success of the intended outcomes, which ultimately support the college's purpose statement. This plan can be for one or more years as determined by the department.

Example of WCC Operational Plan Process-Oriented – Liberal Arts		**Example of WCC Effectiveness Plan Results Oriented – Liberal Arts**
Objective / Intended Outcome		**Objective / Intended Outcome**
Improve the writing skills of students through the establishment of a Writing Center.		Students utilizing the Writing Center will show improvement in basic writing skills and will be better prepared to deal with writing assignments in all classes across the curriculum.
Assessment Criteria		**Assessment Criteria**
A Writing Center, staffed by English instructor, will be open a minimum of five hours a week to serve students across the curriculum.		Seventy percent of students utilizing the Writing Center will be able to write a 150-to-200 word paragraph with a maximum of ten mechanical errors as evidenced on a writing sample. Seventy-five percent of faculty surveyed will note an improvement in the writing skills of students utilizing the Writing Center.

The plans are assessed and evaluated semiannually and annually by the Planning Council with the assistance of the Director of Planning and Research. As departmental goals are achieved or delayed, the plans are adjusted accordingly.

WCC Planning Groups

Planning Groups, Units, and Sub-Units

Following the organizational structure of the college, the planning process has been divided into five major planning groups. These consist of the President's Office, Academic Affairs and Student Services, Educational Support Services, and Continuing Education and Workforce Preparedness/Basic Skills. Development of objectives to support the goals of the college is done in each group.

Planning units are smaller groups which report to each of the five major groups. These units may also have planning sub-units under them, depending upon their size. Supervisors of the major planning groups are responsible for the planning, evaluation, and improvement of their respective areas and are encouraged to arrive at a consensus in developing goals and objectives for each plan year.

As division or departmental plans are developed, they are passed upward in the planning group. All planning units send their completed plans to the head of their planning group for inclusion in the campus plan.

Planning Council

Purpose and Membership

The Planning Council of WCC is a formal standing committee within the organizational structure of the college. Its purpose is to advise the president on matters related to the Strategic Long-Range Plan of the college.

The Planning Council is actively involved in the data collection, data analysis, and formulation of planning assumptions, which culminate in the development of the Strategic Long-Range Plan. The group is also charged with the duty of reviewing and revising the plans after periodic evaluations. The council meets at least once each semester and more often when directed by the Planning Council chair.

Council members are the liaisons to the various areas of the campus and act as experts on planning within their areas. Their responsibilities include training others on planning and acting as a resource person to the people within the realm of their responsibility.

Structure

The chair of the Planning Council is directly responsible for the activities of this group. The chair coordinates with the Director of Planning and Research in planning these activities. Formally, the chair is responsible to the college president. The position is appointed by the Administrative Council for an indefinite period of time.

The Planning Council itself is a standing committee but may activate ad hoc committees or task forces to study specific topics or problems. These committees and task forces may be composed of Planning Council members exclusively or a combination of council members and other college personnel at-large.

Membership Structure

The Planning Council is made up of specific permanent members as designated by key administrative positions:

President
Vice President for Academic Affairs and Student Services
Vice President for Educational Support Services
Vice President for Continuing Education and Workforce Preparedness/Basic Skills
Associate Vice President for Student Services
Comptroller
Director of Planning & Research
Director of Foundation
Division Head for Applied Technology Programs
Division Head for College Transfer Programs
Division Head for Allied Health Programs
Public Information Officer

The Planning Council also has sixteen temporary members which normally rotate every two years. These members come from the faculty and staff and are appointed by the Administrative Council. Other positions/members may be appointed as needed or required by WCC's organizational structure. The rotating members serving a two-year term are as follows:

Planning Council Chair

Student Development Services
- Two representatives (2)

Academic Affairs
- Department Head (Applied Technology Programs)
- Department Head (College Transfer Programs)
- Department Head (Allied Health Programs)
- Faculty (Applied Technology Programs)
- Faculty (College Transfer Programs)
- Faculty (Allied Health Programs)
- Library Services - One representative (1)

Continuing Education
- One representative (1)

Basic Skills/HRD
- Two representatives (2)

Educational Support Services
- One representative (1)

WCCAEOP President - Current Officer

Planning Council Membership

The members of the Planning Council at Wayne Community College are:

Permanent Members

Dr. Ed Wilson–President
Dr. Dan Krautheim–Vice President for Academic Affairs & Student Services
Ken Ritt–Vice President for Educational Support Services
Roy White–Vice President for Continuing Education & Workforce Preparedness/Basic Skills
Yvonne Goodman–Associate Vice President for Student Services
Alice Wadsworth–Comptroller
Bill Thompson–Director of Planning and Research
Jack Kannan–Director of Foundation
Dr. Kay Albertson–Division Head for Applied Technology Programs
Dr. Ron Taylor–Division Head for College Transfer Programs
Dr. Cindy Archie–Division Head for Allied Health Programs
Tara Humphries–Public Information Officer

Rotating Members-2 year term	Term Expires
Planning Council Chair	
Faye Best–Department Head, Ag & Natural Resources / Applied Technology Programs	2003
Student Development Services	
Elvira Simmons–Assistant Financial Aid Director	2003
Kaye Mewborn–Records Secretary, Admissions & Records	2002
Academic Affairs	
Ray Burrell–Department Head, Business / Applied Technology Programs	2003
Jim Godfrey–Department Head, Math / College Transfer Programs	2002
Manuel Dudley–Department Head, Human Services / Allied Health Programs	2003
Becky Taylor–Instructor, Engineering & Mechanical Studies / Applied Tech. Programs	2003
Duane Everhart–Instructor, Criminal Justice / Applied Technology Programs	2003
Ric Earnest–Instructor, Transportation / Applied Technology Programs	2002
Waiston Lee–Instructor, Science / College Transfer Programs	2002
Judy Hodges–Bookkeeper/Secretary, Library Services	2002
Continuing Education	
Jamie Ham–Coordinator Fire Services Program	2002
Basic Skills/Human Resources Development	
Michelle Hines–Instructor, HRD	2002
Naomi Collie–Coordinator, Compensatory Education/Staff Development	2002
Educational Support Services	
Wayne Street–Chief of Security	2003
WCCAEOP Representative	
Marie Lewis–WCCAEOP Vice-President	2002

Revised 9/01

Evaluation of the Plan

Wayne Community College's planning strategies include an evaluation component that documents the achievement of progress towards the accomplishment of the institution's goals, as well as annual activities to accomplish departmental objectives. The evaluation process serves to indicate overall institutional progress toward attaining its stated purpose. Various management and research techniques are utilized to collect measurable data elements. The continuous collection and storing of specific data elements related to students, instructional programs, and administrative functions permits the quantitative and qualitative review of actual versus planned institutional performance. Historical data is summarized, and this information is used to make planning assumptions for the next long-range planning cycle.

The President is responsible for all college programs and projects. His Administrative Council is charged with ensuring the effective operation of the college and the evaluation of programs in terms of goals and objectives in the college's Plan. These goals and objectives are reviewed each semester to ensure that the college is making progress toward achieving its purpose. The Administrative Council considers the following in its review and evaluation:

1. Degree of progress being made toward the completion of goals and objectives with the timetables established.

2. Current and future budget expenditures needed to achieve these goals and objectives.

3. Operational changes needed in order to achieve the established goals and objectives.

4. Revisions to objectives necessary to meet on-going changes in the economy, local employment needs, student profile, etc.

It is important that every employee be given the opportunity to participate in the planning process in his or her respective divisions. Planning not only provides a roadmap for the college's future, it also builds management and leadership opportunities for its employees and allows them to own a part of the plan that determines the operation of the college. Division heads should meet regularly with their people to ensure their activities are consistent with the college's goals and objectives.

The Strategic Plan includes specific, measurable outcomes and objectives which, if achieved, will ensure the college moves toward the accomplishment of its purpose. The task of documenting achievement of objectives rests with the particular planning group assigned to the objective. On a semester basis, the Director of Planning and Research is responsible for advising planning group heads (Administrative Council) on Strategic Plan review. At the mid-year point (January), the planning group heads furnish a Mid-Year Status Report of progress on their current year objectives using their Assessment Criteria as a benchmark for progress; at the end of the year (June) they provide an End-of-Year-Report using the same criteria. This information is compiled by the Planning and Research Office for review and evaluation by the Planning Council, Administrative Council, and Board of Trustees.

Planning groups may use a multitude of data gathering techniques and methods, including interviewing, surveying, analyzing enrollment documents, accreditation requirements, etc., to obtain both qualitative and quantitative documentation of achievement of objectives.

It is critical to the planning and evaluation process that results of accomplishments be documented and used to influence future decision-making and planning efforts. Feedback of assessment data is also necessary to verify that the college's stated purpose is being accomplished. In this way the college is able to demonstrate its overall effectiveness while making improvements.

The example on the next page is a diagram of how planning, evaluation, and improvement are linked to the college's purpose. It is this linkage that we strive to achieve towards Institutional Effectiveness.

EXAMPLE OF INSTITUTIONAL EFFECTIVENESS
LIBERAL ARTS DEPARTMENT

Linkage Between Purpose/Outcome/Assessment/Results

Purpose Statement		**Assessment Criteria**
WCC is a public, two-year college with an open door admissions policy. The college serves individuals, business and industry, and other groups in the service area with quality, economical, convenient learning opportunities to meet student and community needs. ↕		Seventy-five percent of student using the Writing Center will be able to write a 150-to-200 word paragraph with a maximum of ten mechanical errors as evidenced on a writing sample. Seventy-five percent of faculty surveyed will note an improvement in the writing skills of students using the Writing Center. ↕
Long-Range Goal Statement		**Mid-Year Status Report**
Provide opportunities for excellence in learning through accessible, high quality educational experiences. ↕		Preliminary observation of students using the Writing Center indicates that a significant number of curriculum students are being referred by faculty for help in improving writing skills. ↕
Short-Range Goal Statement		**End of Year Assessment Results**
Improve current educational programs through continuous planning and evaluation. ↕		Sixty percent of students were able to write a 150-to-200 word paragraph with ten or fewer mechanical errors. Eighty percent of faculty surveyed indicated a significant improvement in the students' writing skills. Some deficiencies in sentence structure were noticed by the referring instructors. ↕
Departmental Objective / Intended Outcome		**Use of Results**
Students using Writing Center will show improvement in basic writing skills. ↕		An analysis of writing samples of students referred to the Writing Center indicates that students still had difficulty with sentence structure. The Liberal Arts Department agreed that more emphasis would be placed on sentence structure in the syllabus for Fall Semester.
CONTINUE - NEXT COLUMN		

Performance Measures and Standards
and Performance Funding

The North Carolina Community College System has utilized numerous processes over the past three decades to ensure public accountability for state monies spent. These processes have included fiscal audits, program audits, institutional effectiveness plans and program review. Beginning with the 1999-2000 fiscal year, a new system of accountability based on 12 performance measures has been implemented and will become the cornerstone of public accountability.

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability recommended by the Performance Measures and Standards Task Force chaired by Dr. Willard Lewis, president of Isothermal Community College. After working with the measures for one year and receiving feedback from college personnel, Dr. Brenda Rogers submitted to the Policy Committee of the State Board some recommendations for changes in the measures. These recommendations were accepted and approved by the full State Board in May 2000.

The recommendations adopted were:

1. Revise the measure "Curriculum Student Progress and Success" to include students from an entering cohort who either complete the program or who are enrolled either in a curriculum program or continuing education course. If unit record data are made available from UNC-General Administration, the measure would also include transfers to the University System as successful completers. The measure will be renamed "Curriculum Student Completion and Retention," and the standard will be adjusted to 60%.
2. Add to the "Goal Completion" measure the goal completion of non-returning students. This group, identified as those who had neither completed a curriculum program nor were enrolled in the subsequent fall in either curriculum or continuing education courses, will be surveyed to see if they had met their goal for attending college. The data will be reported separately for completers and non-completers. The standard of 95% will only apply to completers.
3. Employer satisfaction will be assessed by a centrally administered survey to determine general satisfaction with specific community colleges meeting employer needs for training and job preparation. Satisfaction with customized training programs will also be assessed. To reduce the burden on employers and increase the response rate, the System Office will develop categories of employers and survey one-third each year. The System Office will request funds to contract with a survey research firm to conduct the survey. (Note: For 2000/01, $75,000.00 from the State Board Reserve Fund has been requested.)
4. If colleges cannot meet the cell size requirement of ten observations in the most recent year but there were ten or more students reported over the last three years, then the cumulative number of the most recent three years will be reported and used for performance funding purposes.

With these recommendations adopted, the 12 Performance Measures for are:

1. Progress of basic skills students
2. Passing rates for licensure and certification examinations
3. Goal completion of program completers
4. Employment status of graduates
5. Performance of college transfer students
6. Passing rates of students in developmental courses
7. Success rate of developmental students in subsequent college-level courses

8. Student satisfaction of program completers and non-completers
9. Curriculum student retention and graduation
10. Employer satisfaction
11. Business/industry satisfaction with services provided
12. Program enrollment

Performance Funding:

In February 1999 the North Carolina State Board of Community Colleges adopted the recommendations of the Legislative Study Group for the implementation of performance funding. Those recommendations included the identification of 5 required performance measures from the 12 performance measures for accountability and one college identified performance measure from an approved list of the remaining 12 performance measures for accountability. Performance funding was approved for implementation in fiscal year 2001-2002, based upon data reported during 2000-2001.

Responding to feedback received during 1999-2000, System Office staff requested the General Assembly to revise of the provisions related to the performance measures and performance funding. As a result of legislative approval, the following changes to the performance funding process have been made.

1. Each college is required to publish performance on the 12 measures annually in its electronic catalog or on the Internet, and in its printed catalog each time the catalog is reprinted.
2. A college may carry forward funds based on measures for which it meets the standard or shows significant improvement.
3. A college will be eligible for additional funding, if funds are available, for superior performance.
4. Use of funds has been expanded to include program start-up costs including faculty salaries for the first year of a program, and one-time faculty and staff bonuses.

The full text of the performance budgeting/clarifications can be found in G.S. 115D-31.3 ratified as Session Law 2000-67. (Section 9.7)

Section 9.7 of G.S. 115D-31.3 specifies:

"§ 115D-31.3. Performance budgeting.

"(a) Creation of Accountability Measures and Performance Standards.--The State Board of Community Colleges shall create new accountability measures and performance standards to be used for performance budgeting for the Community College System. ~~The results of a survey may~~ Survey results shall be used as a performance standard only if the survey is statistically valid. The State Board of Community Colleges shall review annually the accountability measures and performance standards to ensure that they are appropriate for use in performance budgeting.

~~(b) Notwithstanding any other provision of law, the State Board shall authorize each institution meeting the new performance standards to carry forward funds remaining in its budget at the end of each fiscal year in an amount not to exceed two percent (2%) of the State funds allocated to the institution for that fiscal year. The funds carried forward shall be used for the purchase of equipment and initial program start-up costs excluding regular faculty salaries. These funds shall not be used for continuing salary increases or for other obligations beyond the fiscal year into which they were carried forward. These funds shall be encumbered within 12 months of the fiscal year into which they were carried forward.~~

~~(c) The five required performance measures are (i) progress of basic skills students, (ii) passing rate for licensure and certification examinations, (iii) goal completion of program completers, (iv) employment status of graduates, and (v) performance of students who transfer to the university system. Colleges may~~

~~choose one other performance measure from the list contained in the State Board's Phase 4 Funding Formula Study, which was presented to the Joint Legislative Education Oversight Committee. Successful performance on each of the six performance measures shall allow a college to retain and carry forward up to one-third of one percent (1/3 of 1%) of its final fiscal year General Fund appropriations into the next fiscal year.~~

~~(d) Each college shall publish its performance on these six measures in its catalog each year beginning with the 2001 academic year.~~"

(e) Mandatory Performance Measures.--The State Board of Community Colleges shall evaluate each college on the following 12 performance standards.

(1) Progress of basic skills students,

(2) Passing rate for licensure and certification examinations,

(3) Goal completion of program completers,

(4) Employment status of graduates,

(5) Performance of students who transfer to the university system,

(6) Passing rates in developmental courses,

(7) Success rates of developmental students in subsequent college-level courses,

(8) The level of satisfaction of students who complete programs and those who do not complete programs,

(9) Curriculum student retention and graduation

(10) Employer satisfaction with graduates,

(11) Client satisfaction with customized training, and

(12) Program enrollment.

(f) Publication of Performance Ratings--Each college shall publish its performance on the 12 measures set out in subsection (e) of this section (i) annually in its electronic catalog or on the Internet and (ii) in its printed catalog each time the catalog is reprinted. The Community Colleges System Office shall publish the performance of all colleges on all 12 measures in its annual Critical Success Factors Report.

(g) Performance Budgeting: Recognition for Successful Performance.--For the purpose of performance budgeting, the State Board of Community Colleges shall evaluate each college on six performance measures. These six shall be the five set out in subdivisions (1) through (5) of subsection (e) of this section and one selected by the college from the remainder set out in subdivisions (6) through (11). For each of these six performance measures on which a college performs successfully or attains the standard of significant improvement, the college may retain and carry forward into the next fiscal year one-third of one percent (1/3 of 1%) of it final fiscal year General Fund appropriations.

(h) Performance Budgeting: Recognition of Superior Performance.--Funds not allocated to colleges in accordance with subsection (g) of this section shall be used to reward superior performance. After all State aid budget obligations have been met, the State Board of Community Colleges shall distribute the remainder of these funds equally to colleges that perform successfully on at least five of the six performance measures.

(i) Permissible Uses of Funds.--Funds retained by colleges or distributed to colleges pursuant to this section shall be used for the purchase of equipment, initial program start-up costs including faculty salaries for the first year of a program, and one-time faculty and staff bonuses. These funds shall not be used for continuing salary increases or for other obligations beyond the fiscal year into which they were carried forward. These funds shall be encumbered within 12 months of the fiscal year into which they were carried forward."

Measures and Standards

1. Progress of Basic Skills Students

Description/definition: Basic skills students include all adult literacy students. The percentage of students who progress is based on three measures: (1) progressing within level, (2) completing the level entered or a predetermined goal, and (3) completing the level entered and advancing to a higher level.

Methodology and data source: The indicator measures the progress of basic skills students through the basic skills program. All of the data on literacy students are entered at the college level. Data on the progression of students through the basic skills programs are collected and analyzed using the Literacy Education Information System (LEIS) at the North Carolina Community College System Office.

Reporting periods/timelines: Data are requested annually on students enrolled in basic skills programs in a community college between the beginning of the summer term and the end of spring semester. Colleges report the status of these students by August 15. The federal report completed by the System Office is due to Department of Education - Division of Adult Education and Literacy on October 1.

Standard: A fixed standard of 75%.

2. Performance of College Transfer Students

Description/definition: College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students who transfer to public North Carolina universities with students native to the four-year institution.

Methodology and data source: The cohorts consist of college transfer students entering the public universities each fall. One cohort analysis compares the performance of college transfer degree recipients at the end of two semesters to the performance of native juniors. The other cohort analysis compares the performance of college transfer students completing at least 24 hours or more but not completing the degree at a community college to the performance of native sophomores. The two cohorts will be combined for this analysis. There must be at least ten students for a community college to have this measure reported for accountability purposes. Performance data on students who transfer to a four-year public institution are provided by the University of North Carolina General Administration and include only those students who transferred to one of the 16 constituent institutions of the UNC System. No transfer performance data are currently available at the state level from the private colleges and universities in North Carolina. However, colleges may obtain and submit data from private colleges and/or out-of-state colleges and universities so long as the data are consistent with that provided by the UNC system.

Reporting periods/timelines: The UNC System provides data annually, between June and September. The data are published annually in the Critical Success Factors Report. If colleges collect data from private in-state or out-of-state colleges and universities, those data must be submitted to the Planning and Research Section of the System Office by December 30.

Standard: Equivalent to Native UNC Sophomores and Juniors.

3. Passing Rates for Licensure and Certification

Description/definition: The percentage of first-time test-takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations will not be reported.

Methodology and data source: The examination pass rates for each college are reported on a program-by-program basis. The pass rate for a particular college program will be calculated by dividing the number of first-time test takers passing the examination by the number of first-time test-takers sitting for the examination. Data are collected by the Planning and Research section of the North Carolina Community Colleges System Office from agencies issuing the license or certification. The data are collected and analyzed during the fall and reported in the spring. There must be at least ten students taking an examination for the results of the examination to be reported individually.

Reporting periods/timelines: Participating boards and agencies report data to the System Office annually and colleges review the data before publication in the Critical Success Factors Report.

Standard: An aggregate institutional passing rate of 80% for all first-time takers of licensure/certification examinations, plus no passing rate falling below 70% for any single examination.

4. Passing Rates of Students in Developmental Courses

Description/definition: The developmental course passing rates for all developmental English, mathematics, and reading.

Methodology and data source: The North Carolina Community Colleges System Office has developed a computer program to identify developmental courses, identify students who are enrolled in these courses, and calculate passing rates for these courses. The number and percent of students completing these courses with a grade of "C" or better will be calculated.

Reporting periods/timelines: Annually data from each college will be sent electronically to the System Office and reported in the Critical Success Factors Report.

Standard: 70% passing rate for all developmental courses.

5. Success Rate of Developmental Students in Subsequent College-Level Courses

Description/definition: The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in English 111 will be used to assess developmental English; performance in the first college-level mathematics course will be used to assess developmental mathematics; and performance in designated humanities and social science courses after completion of developmental reading will be used to assess developmental reading.

The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

Methodology and data source: A computer program has been developed and is being implemented at the colleges that will identify developmental courses and identify students who are enrolled in these courses. This program will have to be expanded to track cohorts of developmental students and compare performance with non-developmental students.

Reporting periods/timelines: Annually data from each college will be sent electronically to the System Office and reported in the Critical Success Factors Report.

Standard: No statistically significant difference in the performance of developmental students as compared to non-developmental students.

6. **Program Enrollment**

Description/definition: The annual unduplicated headcount enrollment in a curriculum program.

Methodology and data source: This indicator measures the number of individuals enrolled in a given curriculum program, with enrollment meaning the student was enrolled as of the census date. In cases where a program is offered at various levels (certificate, diploma, associate degree) or at specific concentration levels, the enrollment figures shall be aggregated as if it were one program. The data are available from the colleges' Curriculum Registration File.

Reporting periods/timelines: Curriculum registration data are submitted to the North Carolina Community College System Office by the colleges at the end of each semester.

Standard: The current fixed standard of an average of 10 students over a three-year period is recommended. **However, this measure is not recommended for use in performance funding since it is a minimum standard for program viability.**

7. **Student Satisfaction of Program Completers and Non-Completers**

Description/definition: This indicator reports the proportion of graduates and early- leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

Methodology and data source: The data are collected by the colleges using a standard set of survey questions. A response rate of 50% is suggested, and a minimum of 15 respondents will be required to report the data at the institutional level. If a 50% response rate is not achieved, a statistically significant sample size will be necessary for the data to be used for performance funding.

Reporting periods/timelines: Colleges will submit data to the Planning and Research Section of the System Office in February of each year.

Standard: 90% of the combined respondents will report being satisfied with quality of the college's programs and services.

8. **Goal Completion of Program Completers**

Description/definition: Graduates of certificate, diploma, and degree programs will report that their primary goal in attending has been met.

Methodology and data source: The data are collected by the colleges using a standard set of survey questions. A response rate of 50% is suggested, and a minimum of 15 respondents will be required to report

the data at the institutional level. If a 50% response rate is not achieved, a statistically significant sample size will be necessary for the data to be used for performance funding.

Reporting periods/timelines: Colleges will submit data to the Planning and Research Section of the System Office in February of each year.

Standard: 95% of program completers will report goal completion.

9. Curriculum Student Retention and Graduation

Description/definition: This composite measure consists of:

1. Number completing a curriculum program with a certificate, diploma, or degree.
2. Number who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs.

This composite indicator will consist of two measures, each reported separately for each college. The sum of the two will be divided by the total curriculum students in the cohort to compute an indicator of curriculum student progress and success.

Methodology and data source: Cohorts will be defined each fall based upon number of students enrolled in degree granting curriculum programs. The cohort will be tracked from fall to fall to determine those who have graduated and those who have continued to be enrolled. This number divided by the initial cohort is the percentage reported.

Reporting periods/timelines: Initial cohorts will be identified each fall. Graduates of programs will be determined using software developed by the System Office. Student enrollment files as of the census date will be used to determine the number from the cohort who are still enrolled in either a curriculum or occupational extension program.

Standard: 60% of the defined cohort will graduate or be retained.

10. Employer Satisfaction

Description/definition: The percentage of a sample of businesses who employ community college students indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations whose employees have been trained through a community college.

Methodology and data source: A state-level survey, coordinated by the Planning and Research Section of the System Office, will be conducted each year to determine employer satisfaction. Employers will be divided into 3 categories based on historic enrollment of community college students and Standard Industrial Classification (SIC) codes. Each category of employers will be surveyed every 3 years on an alternating basis.

Reporting periods/timelines: The data will be collected in February of each year by the Planning and Research section of the North Carolina Community College System Office.

Standard: 85% of employers report being satisfied with preparation of community college students.

11. Employment Status of Graduates

Description/definition: The proportion of identified community college completers who are employed within one year of last attendance.

Methodology and data sources: With the North Carolina Common Follow-up System (CFS), we are now able to accurately track students' employment status after they leave the colleges. The Common Follow-up System (CFS) is a cooperative venture of the participating state agencies under the auspices of the North Carolina State Occupational Information Coordinating Committee (NC SOICC). The CFS provides a highly efficient and cost effective method for collecting follow-up information for education, employment, and training program participants statewide. The CFS is maintained by the Employment Security Commission (ESC).

Each year the agencies involved in the CFS submit unit record data on participants to the ESC. Among the agencies included in this process are the public high schools, community colleges, and the four-year public universities. Each agency's data are matched against the Unemployment Insurance (UI) files and the other participating agencies' files. A database containing information on employment, employer, quarterly wages, receipt of unemployment benefits, and participation in other agencies' programs is returned to each submitting agency. The database each agency receives is limited to the participants that the agency submits for the data match. This is to say, the database received by community colleges has information only on community college students.

Once the CFS database is received, it is matched against the Curriculum Student Progress Information System (CSPIS) database and the following year curriculum student registration database. This matching is conducted to determine demographic characteristics of the participants, such as students' completion status at the end of the academic year and whether they re-enroll the following year. Students who obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are defined as "exit completers." Those who do not obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are considered as "exit non-completers."

Students who have wages in any quarter during the year are considered employed. Those who are found both in registration records and UI records but have no quarterly wages during the year are considered unemployed.

Reporting periods/timelines: The data will be collected, analyzed and reported annually in the CSF Report.

Standard: 95% will be employed. The percentage will be corrected for the average annual unemployment rate in the service area of each college in the following way: compute the difference between the state's average annual unemployment rate and that of the service area and divide by 2. This amount will be deducted from (for colleges with unemployment rates **higher** than the state average) or added to (for colleges with unemployment rates **lower** than the state average) the 90%.

12. Business/Industry Satisfaction with Services Provided

Description/definition: The percentage of a sample of businesses/industries that have received services from a community college indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations who received services from a community college.

Methodology and data source: A state-level survey, coordinated by the Planning and Research Section of the System Office, will be conducted each year to determine business/industry satisfaction.

Businesses/industries will be divided into 3 categories based on historic enrollment of community college students and Standard Industrial Classification (SIC) codes. Each category of businesses/industries will be surveyed every 3 years on an alternating basis.

Reporting periods/timelines: The data will be collected in February of each year by the Planning and Research section of the North Carolina Community College System Office.

Standard: 90% will report being satisfied with the services provided by community colleges.

Designation of "Sixth" Performance Measure

One of the provisions of the Performance Funding process is the opportunity for colleges to select the sixth measure that will be used for performance funding. Each July you will be asked to designate a sixth measure from the approved list of performance measures for the upcoming year. You may change this measure from year to year; however, the measure may not be changed, once selected, during the year for which it was designated.

Please select one of the measures listed below as your sixth measure for each reporting year and return this form to Keith Brown, Planning & Research Section, NCCCS by July 31.

Check one:

_____Passing rates in developmental courses

_____Success rates of developmental students in subsequent college-level courses

_____Satisfaction of program completers and non- completers

_____Curriculum student retention and graduation

_____Employer satisfaction

_____Business/Industry satisfaction with services provided

Name of College_____

President's Signature_____ Date_____

Reference Table for Determining if Survey Data are Statistically Valid Based on the Size of the Survey Population and the Number of Surveys Returned

Survey Population Size	Number Required for Data to be Statistically Valid
100	73
200	115
300	142
400	161
500	175
600	186
700	195
800	201
900	207
1000	212
1100	216
1200	220
1300	223
1400	226
1500	228
1600	230
1700	232
1800	234
1900	236
2000	237
2250	240
2500	243
2750	245
3000	247
3250	248
3500	250
3750	251
4000	252
4500	254
5000	255
5500	256
6000	257
6500	258
7000	259

***See note on reverse side**

Formula for Determining Statistically Valid Sample Size

The following formula was used in creating the table on statistically valid sample size. It is based on a 90% confidence level and a 0.05 level of precision. If you have questions regarding the formula, please contact Keith Brown at the System Office.

$$n = \frac{N * (1.65)2 * .25}{[\,(.05)2 * (N-1)\,] + (\,(1.65)2 * .25)\,)}$$

where:

n = number to be statistically valid
N= size of population covered by survey
1.65 = Z score for 90% confidence level
.05= level of precision

Methodology for Collecting Transfer Student Performance Data from Private Colleges/Universities or Out-of-State Colleges/Universities

One provision of the Performance Measures and Standards requirements is to allow colleges to supplement the UNC data on transfer student performance with data collected from private colleges/universities or out-of-state colleges/universities. If a college chooses to collect such data, it must be collected according to the UNC methodology and submitted to the System Office no later than December 31. The college must maintain documentation of the data for audit purposes.

The following is the methodology to be used:

1. Two cohorts of students are identified based on last year of attendance and graduation status from a community college. The table below presents the collection schedule of data based on last year of attendance. The two cohorts are defined as (a) students who completed 24 or more semester hours of college transfer courses, but did not complete the degree; and (b) students who completed the AA, AS, or AFA degree.

2. Performance data on students in the identified cohorts are collected if those students enroll in a college/university within 2 years of leaving the community college.

3. Minimum performance data required are: (a) the number transfer students enrolling in a college/university; (b) the percent of transfer students with a GPA of 2.0 or higher at the college/university after two semesters; and (c) the percent of "native" students at the college/university at the end of the sophomore year and at the end of the junior year. Performance data on the two cohorts should be reported separately.

Year Data are to be Collected/Reported	Last Year of Attendance at a Community College
2000-2001	1997-98
2001-2002	1998-99
2002-2003	1999-00
2003-2004	2000-01

Performance Measures
Required for Accountability and Funding
1999-2000

PERFORMANCE MEASURES	STANDARD	WCC	RESULTS
Progress of Basic Skills Students	75%	90%	M
Performance of College Transfer Students	*84%	24+ AD 45/64% 17/88%	
Passing Rates for Licensure & Certification Exams	80% / 70%	95% / 67%	SI
Goal Completion of Completers & Non-Completers	*90%	86%	
Employment Status of Graduates	*90%	99.4%	M
**Student Satisfaction: Completers & Non-Completers	*85%	99%	M
Passing Rates of Students in Developmental Courses	70%	87%	M
Success Rate of Developmental Students in Subsequent College-Level Courses (no statistically significant difference in the performance of developmental students as compared to non-developmental students)	No statistically significant difference between developmental and non-developmental students	D = 89% ND = 94%	
Program Enrollment	10 Students	0	M
Curriculum Student Retention and Graduation	60% of defined cohort will graduate or be retained	62%	M
Employer Satisfaction with Graduates	85%	TBD	TBD
Client Satisfaction with Customized Training	*85%	99%	M

** WCC Selected Measure

* Standards changed for 2001-2002 reporting year (refer to pages 21-26 of the 2001-2002 Strategic Plan Guide)

Procedures Used to Assess Achievement of Goals

The assimilation of information to measure institutional effectiveness starts with the purpose statement and our seven goals. As we begin to assess achievements, we must examine a cross section of information that provides us with indicators of success or a lack thereof. The following general list serves as a catalog of information we use to determine our effectiveness:

a. Institutional Surveys
- Graduate / Completer Surveys
- Faculty / Staff Surveys
- Retention Studies
- Student Demographics Studies
- Community Needs Assessment

b. Studies of Student Performance
- Admissions Test
- Performance in job related study
- Performance after transfer
- Licensure examinations

c. Routine Reports and Publications
- Enrollment Reports
- Financial Reports
- IPEDS Reports
- Course Schedules
- Audit Reports
- Government Reports (Student Financial Aid, Veterans Programs, Americans with Disabilities Act, Student Right-to-Know)

d. Reports or Studies by Other Organizations
- NC Community College System
- Southern Association of Colleges and Schools
- Community College Planning and Research Organization Peer Review
- Chamber of Commerce
- Employment Security Commission

e. Studies of Faculty and Staff Performance

f. Advisory Committee

g. Board of Trustees

h. Formal Hearings

i. Informal Discussions

WCC obviously uses a great deal of information in order to draw conclusions about the health of the institution. Therefore, the Planning Council adopted a Critical Success Factors paradigm that more accurately measures the accomplishment of the goals and purpose of the college. A detailed discussion on Critical Success Factors follows.

Critical Success Factors

Critical Success Factors are defined as "the key things that must go right for an organization (in this case Wayne Community College) to flourish and achieve its goals." The concept of critical success factors was developed at the Massachusetts Institute of Technology Sloan School of Business. The effort to identify these "key things" enables the organization to focus its efforts. Thinking through appropriate measures for the factors ensures that Wayne Community College will examine its performance. Thus, critical success factors are both a planning and an evaluation/accountability tool.

The Critical Success Factors reflect measures for institutional goal achievement. The first nine factors correspond to the nine institutional goals; the tenth factor reflects the assessment methods used to document Institutional Effectiveness.

The Critical Success Factors were derived from several sources:

- Wayne Community College Planning Council
- The North Carolina Community College System
- Other North Carolina Community Colleges
- National Alliance of Community and Technical Colleges

Using the data collected from these sources, the Planning Council developed and grouped the Critical Success Factors measures in broad categories that were edited, refined, and synthesized for presentation.

In order to assess institutional effectiveness, it is necessary to understand what institutional effectiveness is. As previously stated institutional effectiveness is the process of articulating the purpose of the college, setting goals, and using the data to form assessments in an ongoing cycle of goal setting and planning.

In other words, the Purpose Statement of the college generates the definition of specific institutional goals that must be interpretable in terms of specific indicators. These indicators, when measured, yield data about the effectiveness of the realization of the goal. Effectiveness can, therefore, be improved and internal comparability established. This permits an interpretation of the progress of the college to perform better in terms of the goal over time, the only genuine measure of effectiveness. Alternatively, goals can be changed as a result of the data, yielding new indicators. As well, the purpose statement can be revised as goals become realized or in order to constitute them in greater conformity with reality. The Planning and Evaluation Model is an illustration of this process.

The following Critical Success Factors were adopted by the college Planning Council in August 1998. A further explanation of the background and implications can be found in the NCCCS annual Critical Success Factors report.

FACTOR 1:	**STUDENT SUCCESS**
Measure A:	Percent of Students Returning From Past Semesters
Measure B:	Progress of Literacy Students going into Curriculum Programs
Measure C:	Number of GEDs & Adult High School Diplomas (AHSDs) Awarded
Measure D:	Performance of Transfer Students After Two Semesters
Measure E:	Rate of Success on Licensure Exams
Measure F:	Number of GED/AHSD going into WCC Curriculum Programs
Measure G:	Progress of Remedial Students
Measure H:	Percent of Students Accomplishing Their Goals

FACTOR 2:	**QUALITY EDUCATIONAL PROGRAMS**
Measure A:	Number & Percent of Local High School Graduates Enrolled in WCC Programs
Measure B:	Annual Program Review
Measure C:	Program Accreditation Results
Measure D:	Graduate Satisfaction Surveys
Measure E:	Student Evaluation of Instruction
Measure F:	Advisory Committee Recommendations
Measure G:	Employer Satisfaction With Program Completers

FACTOR 3:	**QUALITY OF FACULTY/STAFF**
Measure A:	Percent of Budget spent for Staff Development other than Tier A Funds
Measure B:	Annual Services Review
Measure C:	WCC Salaries as a Percent of the Southeast Regional Average and Ranking in North Carolina Community College System (NCCCS)
Measure D:	Faculty and Staff Evaluations
Measure E:	Levels of Experience & Academic Preparation of Employees
FACTOR 4:	**MANAGEMENT OF RESOURCES**
Measure A:	Space Utilization
Measure B:	Faculty Teaching Loads
Measure C:	Financial Audit Reports
Measure D:	Timely Submission of Equipment/Supply Requests
FACTOR 5:	**PROVIDE AN ATTRACTIVE FACILITY**
Measure A:	Adherence to WCC's Master Facilities Plan
Measure B:	Timely Processing of Maintenance Work Order Requests
FACTOR 6:	**RESOURCE DEVELOPMENT AND UTILIZATION**
Measure A:	Private Fund Raising
Measure B:	Grants Applications & Acquisition (Federal,State,Private)
Measure C:	Ancillary Income (Bookstore, Cafeteria, Childcare)
FACTOR 7:	**COMMUNITY SERVICE INVOLVEMENT**
Measure A:	Number of Community Service Courses Offered
Measure B:	Number of Senior Citizen Enrollments
Measure C:	Number of Businesses Served
Measure D:	Industry Training Provided
Measure E:	Economic Impact of WCC on Community
FACTOR 8:	**TECHNOLOGY**
Measure A:	Computer Hardware
Measure B:	Computer Software
Measure C:	Audio Visual Equipment
FACTOR 9:	**DIVERSITY**
Measure A:	Faculty/Staff Percentages by Race & Gender Representing The County's Population
Measure B:	Participation of Student/Faculty/Staff In Cultural Activities
FACTOR 10:	**ASSESSMENT**
Measure A:	Institutional Effectiveness Plan
Measure B:	End-of-Year Reports
Measure C:	SACS Reaffirmation
Measure D:	FTE/Financial Audit
Measure E:	Curriculum Standards
Measure F:	Institutional Critical Success Factors

Finally, in assessing institutional effectiveness, it is necessary to determine the indicators/measures, for the goals. Collectively, the indicators constitute the purpose statement and goals of the college and, when measured, yield data that accurately assesses the degree to which the goals are being implemented.

PLANNING CALENDAR, 2001-2002

YEAR 2001	ACTIVITY
SEP - OCT	• Departments Provide Verbal Feedback to VP's on Progress of FY 2001/2002 Plan - September 7, 2001 • Planning Council Meetings (Orientation/Meeting) - September 20, 2001
NOV - DEC	• Division Training - November 1, 8, & 15, 2001 and December 6, 2001
YEAR 2002	**ACTIVITY**
JAN - FEB	• Planning Council Meeting - January 17, 2002 • 2001/2002 Mid-Year Plan Reports Due - January 25, 2002 • Departments Develop FY 2002/2003 New Objectives/Budget Due - February 8, 2002 • Departments Provide Verbal Feedback to VP's on Progress of FY 2001/2002 Plan - February 22, 2002
MAR - APR	• Planning Council Retreat, April 11 - 12, 2002 • 2001/2002 End-of-Year Plan Reports Due - April 26, 2002
MAY - JUN	• 2002/2003 Plan Presented to Board of Trustees • 2001/2002 End-of-Year Report Published - June 28, 2002
JUL - AUG	• 2002/2003 Strategic Plan Published • 2002/2003 Plan and Objectives Implemented
SEP - OCT	• Departments Provide Verbal Feedback to VP's on Progress of FY 2002/2003 Plan - September 6, 2002 • Planning Council Meetings (Orientation/Meeting) - September 19, 2002
NOV - DEC	• Division Training - November 7, 14, & 21, 2002 and December 5, 2002

PLANNING AND RESEARCH CALENDAR
2000-2005

	2000	2001	2002	2003	2004	2005
JANUARY		• HEFC Institutional Space Utilization File • Planning Council Meeting (1/18) • 2000/2001 Mid-Year Plan Reports Due (1/26)	• HEFC Institutional Space Utilization File • Planning Council Meeting (1/17) • 2001/2002 Mid-Year Plan Reports Due (1/25)	• HEFC Institutional Space Utilization File • Host Visit by SACS Representative • Planning Council Meeting (1/16) • 2002/2003 Mid-Year Plan Reports Due (1/24)	• HEFC Institutional Space Utilization File • Planning Council Meeting (1/15) • 2003/2004 Mid-Year Plan Reports Due (1/23)	• HEFC Institutional Space Utilization File • SACS-Copies Sent to: Board of Trustees, Admn., Faculty, Student Representatives • SACS Preliminary Visit by Visiting Committee Chairman • Planning Council Meeting (1/13) • 2004/2005 Mid-Year Plan Reports Due (1/21)
FEBRUARY		• Performance Measures Survey Data • Annual Services Review Survey • Departments Develop FY 2001/2002 New Objectives/Budget Due (2/9) • Departments Provide Verbal Feedback to VP's on Progress of FY 2000/2001 Plan (2/23)	• Performance Measures Survey Data • Annual Services Review Survey • Departments Develop FY 2002/2003 New Objectives/Budget Due (2/8) • Departments Provide Verbal Feedback to VP's on Progress of FY 2001/2002 Plan (2/22)	• Performance Measures Survey Data • Annual Services Review Survey • Departments Develop FY 2003/2004 New Objectives/Budget Due (2/7) • Departments Provide Verbal Feedback to VP's on Progress of FY 2002/2003 Plan (2/21)	• Performance Measures Survey Data • Annual Services Review Survey • Departments Develop FY 2004/2005 New Objectives/Budget Due (2/6) • Departments Provide Verbal Feedback to VP's on Progress of FY 2003/2004 Plan (2/20)	• Performance Measures Survey Data • SACS Self-Study Mailed to Visiting Committee • Annual Services Review Survey • Departments Develop FY 2005/2006 New Objectives/Budget Due (2/4) • Departments Provide Verbal Feedback to VP's on Progress of FY 2004/2005 Plan (2/18)
MARCH		• IPEDS Spring Survey Collection • Job Fair Evaluation Survey • Fact Book • Student Evaluation of Faculty and Instruction Survey Due (3/16) • Planning Council Retreat (3/29-30)	• IPEDS Spring Survey Collection • Job Fair Evaluation Survey • SWOTT Survey • Planning Council Retreat (3/28-29)	• IPEDS Spring Survey Collection • Job Fair Evaluation Survey • Planning Council Retreat (3/27-28)	• IPEDS Spring Survey Collection • SACS Principal Committees Complete Studies • Job Fair Evaluation Survey • Planning Council Retreat (3/25-26)	• IPEDS Spring Survey Collection • Job Fair Evaluation Survey • Planning Council Retreat (3/24-25)
APRIL		• Open Computer Lab Surveys Administered (4/2 - Due 4/20) • CCPRO Conference (4/9-11) • Advisory Committee/Employer Survey • Administrative Council Approves FY 2001/2002 Plan • Dental Hygiene Graduates Surveyed (4/23) • 2000/2001 End-of-Year Plan Reports Due (4/27) • Student Exit/Non-Completers Surveys Due for Spring Semester (4/30)	• Advisory Committee/Employer Survey • Student Exit/Non-Completers Surveys Due for Spring Semester • Open Computer Lab Survey • Dental Hygiene Graduates Surveyed • Administrative Council Approves FY 2002/2003 Plan • 2001/2002 End-of-Year Plan Reports Due (4/26)	• Advisory Committee/Employer Survey • Student Exit/Non-Completers Surveys Due for Spring Semester • Open Computer Lab Survey • Dental Hygiene Graduates Surveyed • Administrative Council Approves FY 2003/2004 Plan • 2002/2003 End-of-Year Plan Reports Due (4/25)	• Advisory Committee/Employer Survey • Student Exit/Non-Completers Surveys Due for Spring Semester • Open Computer Lab Survey • Dental Hygiene Graduates Surveyed • Administrative Council Approves FY 2004/2005 Plan • 2003/2004 End-of-Year Plan Reports Due (4/23)	• SACS Visiting Committee Visits Campus • Advisory Committee/Employer Survey • Student Exit/Non-Completers Surveys Due for Spring Semester • Open Computer Lab Survey • Dental Hygiene Graduates Surveyed • Administrative Council Approves FY 2005/2006 Plan • 2004/2005 End-of-Year Plan Reports Due (4/22)
MAY		• Graduate Survey (5/18) • AHS/GED Graduate Survey • 2001/2002 Plan Presented to Board of Trustees • Public School Partnership Evaluation Survey • 2000 ADN Graduate Survey (Fall 1998/Spring 2000)	• AHS/GED Graduate Survey • Public School Partnership Evaluation Survey • 2001 ADN Graduate Survey (Fall 1999/Spring 2001) • 2002/2003 Plan Presented to Board of Trustees	• AHS/GED Graduate Survey • Public School Partnership Evaluation Survey • 2002 ADN Graduate Survey (Fall 2000/Spring 2002) • 2003/2004 Plan Presented to Board of Trustees	• AHS/GED Graduate Survey • Public School Partnership Evaluation Survey • 2003 ADN Graduate Survey (Fall 2001/Spring 2003) • 2004/2005 Plan Presented to Board of Trustees	• AHS/GED Graduate Survey • Public School Partnership Evaluation Survey • 2004 ADN Graduate Survey (Fall 2002/Spring 2004) • 2005/2006 Plan Presented to Board of Trustees
JUNE		• 2000/2001 End-of-Year Report Published (6/29) • Student Evaluation of Faculty and Instruction Survey Due (6/29)	• 2001/2002 End-of-Year Report Published (6/28)	• 2002/2003 End-of-Year Report Published (6/27)	• 2003/2004 End-of-Year Report Published (6/25)	• 2004/2005 End-of-Year Report Published (6/24)

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	2000	2001	2002	2003	2004	2005
JULY		• Distance Learning Conference (7/9-11) • Dental Assisting Graduates Surveyed (7/16) • IIPS Conference (7/16-18) • Annual Program Review • Executive Summary Report (7/27) • 2000 PN Graduate Survey (Fall 1998/Summer 2000) • Student Exit/Non-Completers Surveys Due for Summer Semester (7/23) • 2001/2002 Strategic Plan Published • 2001/2002 Plan and Objectives Implemented	• SACS Self-Study Chair Appointed • Annual Program Review • 2001 PN Graduate Survey (Fall 1999/Summer 2001) • Student Exit/Non-Completers Surveys Due for Summer Semester • Dental Assisting Graduates Surveyed • 2002/2003 Strategic Plan Published • 2002/2003 Plan and Objectives Implemented	• SACS Principal Committees Begin Meeting • SACS Principal Committees Collect Data • Annual Program Review • 2002 PN Graduate Survey (Fall 2000/Summer 2002) • Student Exit/Non-Completers Surveys Due for Summer Semester • Dental Assisting Graduates Surveyed • 2003/2004 Strategic Plan Published • 2003/2004 Plan and Objectives Implemented	• Annual Program Review • 2003 PN Graduate Survey (Fall 2001/Summer 2003) • Student Exit/Non-Completers Surveys Due for Summer Semester • Dental Assisting Graduates Surveyed • 2004/2005 Strategic Plan Published • 2004/2005 Plan and Objectives Implemented	• Annual Program Review • 2004 PN Graduate Survey (Fall 2002/Summer 2004) • Student Exit/Non-Completers Surveys Due for Summer Semester • Dental Assisting Graduates Surveyed • 2005/2006 Strategic Plan Published • 2005/2006 Plan and Objectives Implemented
AUGUST	• Private College Transfer Report	• Private College Transfer Report • Placement Test Follow-up Survey (8/16)	• Private College Transfer Report • Placement Test Follow-up Survey	• SACS Committee on Purpose Develops a Preliminary Report • Other SACS Principal Committees Develop Preliminary Reports • Private College Transfer Report • Placement Test Follow-up Survey	• Private College Transfer Report • Placement Test Follow-up Survey	• Private College Transfer Report • Placement Test Follow-up Survey
SEPTEMBER	• Departments Provide Verbal Feedback to VP's on Progress of FY 2000/2001 Plan - (9/8) • Planning Council Meetings (Orientation/Meeting) (9/20 - 2-4pm) • Advanced Connections Workshop Surveys	• Departments Provide Verbal Feedback to VP's on Progress of FY 2001/2002 Plan - (9/7) • Planning Council Orientation/Meeting (9/20)	• SACS Preliminary Planning Period (Initial Planning/Appointment of Committees and Personnel) • Departments Provide Verbal Feedback to VP's on Progress of FY 2002/2003 Plan - (9/6) • Planning Council Orientation/Meeting (9/19)	• Departments Provide Verbal Feedback to VP's on Progress of FY 2003/2004 Plan - (9/5) • Planning Council Orientation/Meeting (9/18)	• SACS Progress Report to Commission Staff • Departments Provide Verbal Feedback to VP's on Progress of FY 2004/2005 Plan - (9/3) • Planning Council Orientation/Meeting (9/16)	• SACS-COC Follow-up Report • Departments Provide Verbal Feedback to VP's on Progress of FY 2005/2006 Plan - (9/2) • Planning Council Orientation/Meeting (9/15)
OCTOBER	• IPEDS Fall Survey Collection (10/17) • Student Evaluation of Faculty and Instruction Survey Due (10/20) • Student Development/Services Survey • Evening Student/Instructor Survey • SJAFB Survey • Distance Learning Survey • Diversity Climate Survey	• IPEDS Fall Survey Collection • Student Development/Services Survey • Evening Student/Instructor Survey • SJAFB Survey • Distance Learning Survey	• IPEDS Fall Survey Collection • SACS Steering Committee Begin Meeting • Student Development/Services Survey • Evening Student/Instructor Survey • SJAFB Survey • Distance Learning Survey • Diversity Climate Survey	• IPEDS Fall Survey Collection • Complete Planning Phase and Publish the SACS Self-Study Proposal • SACS Data Collection Completed • SACS Committee on Purpose Submits a Preliminary Report to the Steering Committee • Send SACS Self-Study Proposal to SACS • Student Development/Services Survey • Evening Student/Instructor Survey • SJAFB Survey • Distance Learning Survey	• IPEDS Fall Survey Collection • SACS Steering Committee Compiles First Draft of Final Report Which Will Receive Institutional Review • Student Development/Services Survey • Evening Student/Instructor Survey • SJAFB Survey • Distance Learning Survey • Diversity Climate Survey	• IPEDS Fall Survey Collection • Student Development/Services Survey • Evening Student/Instructor Survey • SJAFB Survey • Distance Learning Survey
NOVEMBER	• Future Search Follow-up • Division Training (11/ 2, 9, & 16)	• Division Training (11/ 1, 8, & 15)	• Division Training (11/ 7, 14, & 21)	• SACS Steering Committee Evaluates Committee on Purpose Statement • Division Training (11/ 6, 13, & 20)	• SACS-Editor Compiles Final Document • Division Training (11/ 4, 11, & 18)	• Division Training (11/ 3, 10, & 17)
DECEMBER	• SACS Conference (12/2-6) • HEFC Building Inventory (12/15) • HEFC Room Inventory Update (12/15) • Division Training (12/7) • Student Exit/Non-Completers Surveys Due for Fall Semester (12/11)	• HEFC Building Inventory • HEFC Room Inventory Update • Division Training (12/6) • Student Exit/Non-Completers Surveys Due for Fall Semester (12/10)	• HEFC Building Inventory • HEFC Room Inventory Update • SACS Steering Committee Attends SACS Conference • Division Training (12/5) • Student Exit/Non-Completers Surveys Due for Fall Semester	• HEFC Building Inventory • HEFC Room Inventory Update • Division Training (12/4) • SACS Committee on Purpose Completes Study • SACS Principal Committee Preliminary Reports Due • Other SACS Principal Committees Submit Preliminary Reports to Steering Committee • SACS Steering Committee Evaluates Reports and Gives Feedback to Principal Committees • Student Exit/Non-Completers Surveys Due for Fall Semester	• HEFC Building Inventory • HEFC Room Inventory Update • Division Training (12/2) • SACS-Typing and Duplication • Student Exit/Non-Completers Surveys Due for Fall Semester	• HEFC Building Inventory • HEFC Room Inventory Update • Division Training (12/1) • Student Exit/Non-Completers Surveys Due for Fall Semester

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PLANNING DOCUMENT FORMAT AND DEFINITIONS

WCC PLANNING DOCUMENT **YEAR-YEAR**

Department - Units of the College as identified on the organizational chart.

Long-Range Goal #?:
Institutional goal established for a five-year period, reviewed annually by the College Planning Council, and revised based on inputs from the entire institution. Long-Range Goals translate the broad philosophy of the purpose statement into general, yet distinguishable, areas of intention. These statements are timeless and indicate a general sense of institutional direction.

Short-Range Goal #?.?:
Institutional goal supporting the institution's Long-Range Goal but for a shorter period of time (usually one or two years). The Short-Range Goal is established by the College Planning Council through inputs from the entire institution. These statements are outcome oriented and traditionally provide the frame of reference for assessment. These goals provide a definitive direction that focuses on issues or priorities of the institution.

Objective/Intended Outcome:
A departmental activity supporting the Short-Range Goal. Generally, these should be limited to three to five activities identified of as primary importance. Objectives may be for a one- year or two-year period. An objective describes the specific desired result. It should be as short, clear, concise, and understandable as possible. It should begin with the word "to" and be followed with an action verb.

(Choose one from below)

Instructional: Statements of intended student (educational) outcomes are descriptions of what departments intend for students to know (cognitive), think (attitudinal), or do (behavioral) when they have completed their degree programs, or general education "core" curricula.

Administrative & Educational Support Units: Statements of intended outcomes primarily describe what the department is going to do and what its impact (results) will be on clientele (students, industry, employers, faculty, staff, and public, etc.).

Assessment Criteria:
The assessment or evaluation activity that will be utilized in measuring the success of the intended outcomes. Assessment may be quantitative and qualitative. Quantitative assessment is that form of evaluation characterized by its identification of individual components and provision of a quantitative measure. Qualitative assessment describes those evaluations in which a professional judgment concerning a subject is made.

Resources: Time, money, people, equipment, and/or facilities needed to accomplish the objective.

Target Date: Estimated date of completion normally falls within the one-year to two-year period of the plan. A target date could be less than one year.

Mid-Year Report, December: A brief statement or comment describing the progress achieved to-date.

End-of-Year Report, June: Results of the assessment are incorporated in future planning cycles.

Use of Results, June: A process used to document what was done with the objective. The Liberal Arts example on page 17 best describes the proper use of evaluation results. If no further action is required, then a statement indicating such is appropriate.

A narrative of what was accomplished during the years. The narrative must address the Assessment Criteria in the objective in order to document the success or failure of achieving the objective or outcome. (The Liberal Arts example of the End of Year narrative on page 17 is the desired approach to articulating the outcome.)

ACCESSING YOUR PLAN FILE
FOR IMPLEMENTING NEW PLANNING YEAR OBJECTIVES

Once your computer screen is active follow these steps to access the Plan to begin inputting your new objectives for your department/division:

1) Double click on "MY COMPUTER"

2) Double click on Users on 'Cgstaff01\Dat a'(U:)

3) Double click on bmull1

4) Double click on the PLANNING-GROUPS folder that corresponds with the year you're working on

5) Double click on your planning group folder (Example: Information Systems)

6) Double click on your planning group icon (Example: pg3-Information Systems)

   Yes-the screen is blank - until you begin to input your new objectives.

   Please make sure your cursor is blinking at the top/left-hand corner of the first page – click Insert/File

INSTRUCTIONS CONTINUED ON NEXT PAGE

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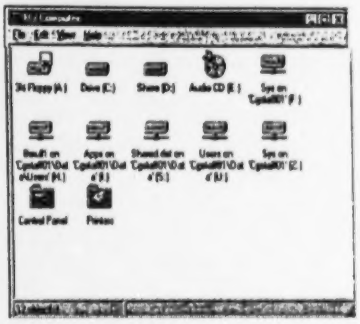

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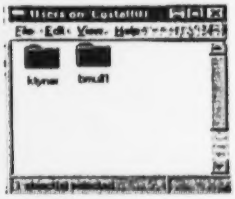

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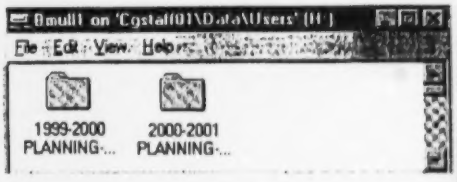

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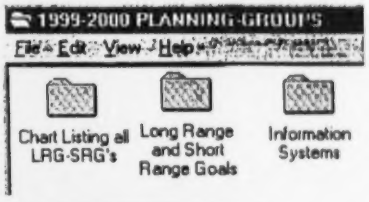

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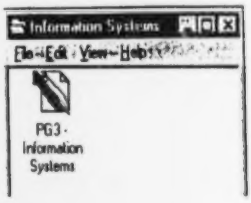

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7) Click on the down arrow next to "wpfiles" - Double click on Users on 'Cgstaff01\Dat a' (U:)

8) Double click on bmull1

9) Double click on the PLANNING-GROUPS folder that corresponds with the year you're working on

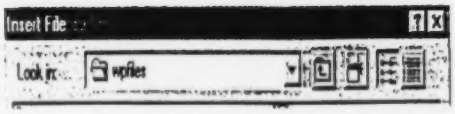
10) Double click on Long Range and Short Range Goals Folder

11) Double click on what short-range goal you want to use and it will automatically put the "template" into your planning document. (NOTE: It's easier to go ahead and do an Insert/File for all of your objectives you plan to use and then go back and fill them in.)

FYI: You do not have to go to the top of the next blank page to do the Insert/File – You may click Insert/File at the top of the one you have already created making sure your cursor is before "WCC Planning Document".

REMEMBER: <u>SAVE</u> your changes by going to File/Save

7



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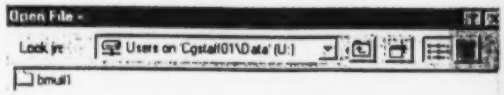

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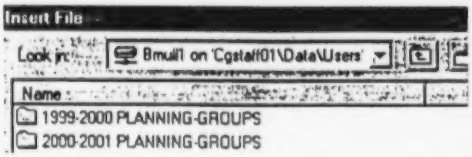

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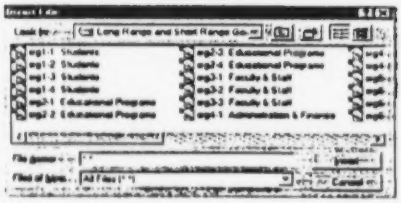

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ACCESSING AND UPDATING YOUR PLAN FILE FOR REPORTING MID-YEAR STATUS, END OF YEAR ASSESSMENT, AND USE OF RESULTS

Once your computer screen is active follow these steps to access the mid-year status report, end-of-year assessment results, and use of results for each planning objective for your department/division:

1) Double click on "MY COMPUTER"

2) Double click on Users on 'Cgstaff01\Dat a'(U:)

3) Double click on bmull1

4) Double click on the PLANNING-GROUPS folder that corresponds with the year you're working on

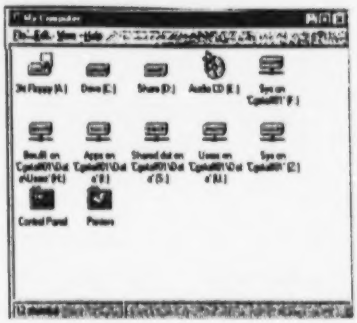
5) Double click on your planning group folder (Example: Information Systems)

6) Double click on your planning group icon (Example: pg3-Information Systems)

7) For each planning objective type in your mid-year status, end of year assessment results, and use of results reports and SAVE your changes by going to File/Save or click on the picture that looks like a disk

1

2



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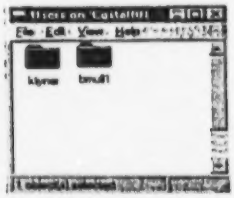

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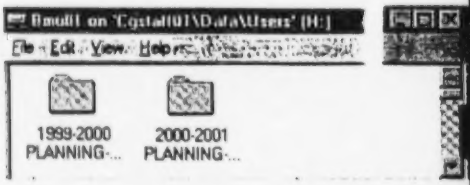

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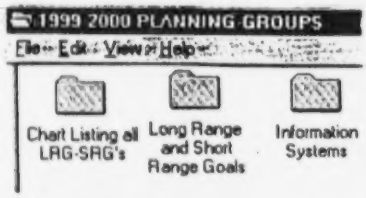
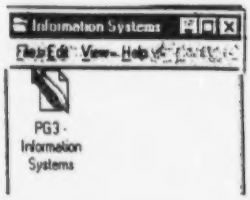

1999 2000 PLANNING GROUPS
File Edit View Help
Chart Listing all LRG-SRG's
Long Range and Short Range Goals
Information Systems

6



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LONG-RANGE GOALS / SHORT-RANGE GOALS
2000-2002 PLANNING YEAR

1. STUDENTS

LONG-RANGE GOAL: ENHANCE STUDENT SUCCESS THROUGH COLLEGE WIDE PROGRAMS AND SERVICES.

SHORT-RANGE GOALS:

1.1 Improve student competency in basic skills.

1.2 Expand services to meet the needs of disadvantaged students, non-traditional students, and students with special needs.

1.3 Expand and improve a college-wide student tracking and intervention system with enhanced student development services and advising.

1.4 Improve the collaboration among all support services to provide a comprehensive college-wide network of customer services.

2. EDUCATIONAL PROGRAMS

LONG-RANGE GOAL: PROVIDE OPPORTUNITIES FOR EXCELLENCE IN LEARNING THROUGH ACCESSIBLE, HIGH QUALITY EDUCATIONAL EXPERIENCES.

SHORT-RANGE GOALS:

2.1 Improve current educational programs through continuous planning and evaluation.

2.2 Develop new educational programs as identified by a comprehensive assessment of community needs.

2.3 Increase educational and training opportunities for displaced workers, current workers, and new entrants into the workforce.

2.4 Incorporate in courses and programs current workplace practices of teamwork, customer service, and effective communication.

3. FACULTY AND STAFF

LONG-RANGE GOAL: ENHANCE THE PERFORMANCE OF FACULTY AND STAFF THROUGH OPPORTUNITIES AND INCENTIVES.

SHORT-RANGE GOALS:

3.1 Expand professional development activities for all college employees.

3.2 Develop and expand internal and external customer service skills for all employees.

3.3 Improve internal and external communication skills for all employees.

4. ADMINISTRATION AND FINANCE

LONG-RANGE GOAL: IMPROVE PRODUCTIVITY AND RESPONSIBLE USE OF ALL AVAILABLE RESOURCES THROUGH A COMPREHENSIVE PLANNING AND MANAGEMENT SYSTEM.

SHORT-RANGE GOALS:

4.1 Maintain an open, quality communication system within the college.

4.2 Evaluate college operations through the use of continuous improvement principles to use present resources more efficiently.

4.3 Promote innovative, flexible, and proactive strategies in adapting services to meet changing needs.

5. FACILITIES

LONG-RANGE GOAL: PROVIDE AN ATTRACTIVE, FLEXIBLE, AND ACCESSIBLE EDUCATIONAL FACILITY THAT ENHANCES THE QUALITY OF LIFE IN THE COMMUNITY.

SHORT-RANGE GOALS:

5.1 Design and maintain facilities based on the Campus Long-Range Master Plan in accordance with environmentally sound practices and latest available technology.

6. INSTITUTIONAL DEVELOPMENT

LONG-RANGE GOAL: ENHANCE THE EFFECTIVENESS OF THE COLLEGE THROUGH APPROPRIATE PLANNING, RESEARCH, MARKETING, AND RESOURCE DEVELOPMENT.

SHORT-RANGE GOALS:

6.1 Increase Resource Development Program efforts to obtain additional sources of funding.

6.2 Maintain and periodically update the comprehensive and cohesive marketing plan.

6.3 Improve institutional research and planning processes for the college.

7. COMMUNITY

LONG-RANGE GOAL: STRENGTHEN THE PARTNERSHIP BETWEEN THE COLLEGE AND THE COMMUNITY THROUGH PROGRAMS AND SERVICES.

SHORT-RANGE GOALS:

7.1 Promote effective articulation with local educational systems, businesses and industries, community organizations, and other agencies.

7.2 Increase community awareness of the opportunities the college provides.

7.3 Expand the colleges' role in meeting community needs.

7.4 Encourage and support faculty, staff, and students' participation in community service.

8. TECHNOLOGY

LONG-RANGE GOAL: INTEGRATE TECHNOLOGY IN ALL ASPECTS OF THE COLLEGES' OPERATIONS.

SHORT-RANGE GOALS:

8.1 Provide opportunities for faculty, staff, and students to utilize state-of-practice technology.

8.2 Increase program accessibility through technology.

8.3 Implement systematic process for upgrading and replacing technology.

9. DIVERSITY

LONG-RANGE GOAL: ENCOURAGE AN APPRECIATION AND UNDERSTANDING OF DIVERSITY BY PROVIDING PROGRAMS AND SERVICES THAT RESPOND TO THE DIVERSITY WITHIN THE COLLEGE AND COMMUNITY.

SHORT-RANGE GOALS:

9.1 Identify and serve populations underrepresented in Wayne Community College programs.

9.2 Incorporate the tenets of cultural diversity in the instructional programs of the college.

9.3 Expand the awareness and appreciation for social and cultural diversity of the community.

Wayne Community College
Planning Council
2000-2003 Planning Priorities

The following Planning Priorities were approved at the March 21-22, 2000 Planning Council Retreat.

A. Improve Retention Rates
B. Expand On-line Course Offerings
C. Web-Enhanced Instruction
D. Enhance Business/Industry Relationships
E. Improve Customer Relations
F. Expand Continuous Improvement Projects
G. Implement New Curriculum and Continuing Education Programs
H. Expand Recruitment Activities
I. Update and Expand Technology Plan
J. Address Performance Factors
K. Assist in Preparing more Public School Teachers
L. Develop Processes to Respond to Increased Data Requests - WIA
M. Enhancing Instructor Competencies
   - Basic Teaching Skills
   - Customer Service
   - Part-Time

N. Prepare for SACS (2005)
O. Role of WCC in the Community
P. Expand Instructional Role
   - Citizenship and Community Service
   - Team Building Skills
   - Global Education
   - Critical Thinking Skills

Planning Objectives supporting these initiatives will receive priority consideration when the Planning Council meets at their Spring 2001 retreat to prioritize planning objectives for the 2001-2002 plan year.

Definitive guidelines for prioritization (i.e. what a "A, B, D, E" is)

Based on input from the Continuous Improvement Process, Planning Council Members suggested that definitive guidelines for prioritization be developed to assist council members in distinguishing the different levels of importance in addressed college goals. Consequently, the following list of proposed definitions will be examined by Planning Council Subcommittee for adoption and subsequent use at the March 2001 Planning Council Retreat.

A= "Clearly addresses College priorities" which if not approved " will" impact the college's ability to achieve its purpose.
B= "Addresses College priorities" which if not approved "may" impact the college's ability to achieve its purpose.
D= "Does not clearly address College priorities", however, if not approved "will " impact on the college's ability to achieve its purpose.
E= "Does not address College priorities", however, if not approved "may" have some impact on the college's ability to achieve its purpose.

LONG RANGE/SHORT RANGE GOALS
2000-2002 PLANNING YEARS

1 - STUDENTS	2 - EDUCATIONAL PROGRAMS	3 - FACULTY AND STAFF	4 - ADMINISTRATION AND FINANCE	5 - FACILITIES	6 - INSTITUTIONAL DEVELOPMENT	7 - COMMUNITY	8 - TECHNOLOGY	9 - DIVERSITY
LONG RANGE GOAL: **Enhance student success through college wide programs and services.**	**LONG RANGE GOAL:** **Provide opportunities for excellence in learning through accessible, high quality educational experiences.**	**LONG RANGE GOAL:** **Enhance the performance of faculty and staff through opportunities and incentives.**	**LONG RANGE GOAL:** **Improve productivity and responsible use of all available resources through a comprehensive planning and management system.**	**LONG RANGE GOAL:** **Provide an attractive, flexible, and accessible educational facility that enhances the quality of life in the community.**	**LONG RANGE GOAL:** **Enhance the effectiveness of the college through appropriate planning, research, marketing, and resource development.**	**LONG RANGE GOAL:** **Strengthen the partnership between the college and the community through programs and services.**	**LONG RANGE GOAL:** **Integrate technology in all aspects of the college's operations.**	**LONG RANGE GOAL:** **Encourage an appreciation and understanding of diversity by providing programs and services that respond to the diversity within the college and community.**
Short Range Goals:	**Short Range Goals:**	**Short Range Goals:**	**Short Range Goals:**	**Short Range Goals:**	**Short Range Goals:**	**Short Range Goals:**	**Short Range Goals:**	**Short Range Goals:**
1.1 Improve student competency in basic skills.	2.1 Improve current educational programs through continuous planning and evaluation.	3.1 Expand professional development activities for all college employees.	4.1 Maintain an open, quality communication system within the college.	5.1 Design and maintain facilities based on the Campus Long-Range Master Plan in accordance with environmentally sound practices and latest available technology.	6.1 Increase Resource Development Program efforts to obtain additional sources of funding.	7.1 Promote effective articulation with local educational systems, businesses and industries, community organizations, and other agencies.	8.1 Provide opportunities for faculty, staff, and students to utilize state-of-practice technology.	9.1 Identify and serve populations underrepresented in Wayne Community College programs.
1.2 Expand services to meet the needs of disadvantaged students, non-traditional students, and students with special needs.	2.2 Develop new educational programs as identified by a comprehensive assessment of community needs.	3.2 Develop and expand internal and external customer service skills for all employees.	4.2 Evaluate college operations through the use of continuous improvement principles to use present resources more efficiently.		6.2 Maintain and periodically update the comprehensive and cohesive marketing plan.	7.2 Increase community awareness of the opportunities the college provides.	8.2 Increase program accessibility through technology.	9.2 Incorporate the tenets of cultural diversity in the instructional programs of the college.
1.3 Expand and improve a college-wide student tracking and intervention system with enhanced student development services and advising.	2.3 Increase educational and training opportunities for displaced workers, current workers, and new entrants into the workforce.	3.3 Improve internal and external communication skills for all employees.	4.3 Promote innovative, flexible, and pro-active strategies in adapting services to meet changing needs.		6.3 Improve institutional research and planning processes for the college.	7.3 Expand the colleges' role in meeting community needs.	8.3 Implement systematic process for upgrading and replacing technology.	9.3 Expand the awareness and appreciation for social and cultural diversity of the community.
1.4 Improve the collaboration among all support services to provide a comprehensive college-wide network of customer services.	2.4 Incorporate in courses and programs current workplace practices of teamwork, customer service, and effective communication.					7.4 Encourage and support faculty, staff, and students' participation in community service.		

PLANNING ASSUMPTIONS FOR 1999-2004

DEMOGRAPHICS

1. Both the population and the industry of Wayne County will continue to moderately grow. The 1996 Office of State Planning estimates indicate Wayne's population growth is 7.4% compared to the state average of 10.4%.

2. The population is aging; the elderly are increasing faster than any other group.

3. The population of Wayne County will continue to become more diverse. The numbers of people with multi-cultural backgrounds and different languages, particularly Hispanics and Asians, will continue to grow.

4. The number of high school graduates is beginning to increase after a long period of decline; the numbers of adults in WCC's prime age group (20-34) is projected to be stable or declining for the next decade.

POLITICAL / LEGAL

1. The emphasis on accountability and cost-effectiveness will continue to be strong. High performance standards will be set by funding agencies.

2. Costs for buildings, upkeep, maintenance, equipment and salaries will continue to rise, while tax funding will be restricted.

3. Regionalization and non-duplication of services and programs will continue to be a focus. This could result in combining colleges to accomplish cost-effectiveness.

4. WCC will continue to see an increase in special populations.

5. The $1,500 Hope Scholarship / federal tax credit for the first two years of college will increase the number of students who enroll at least half-time for a minimum of one term during the calendar year at WCC.

TECHNOLOGY

1. Technological change will make imperative the creation of flexible structures which facilitate relationships and information flows.

2. Technology will continue to change the way instruction is delivered and received.

3. Technology will enable the delivery of instruction anywhere, anytime, anyplace, for any student.

4. Business and industry expect community college graduates to be technologically competent and comfortable with technological change.

5. Like employees in business and industry, college employees will need to be constantly retrained to use technological developments for maximum productivity in both instruction and all other areas of the college.

6. Accommodating advanced network architecture and other technological changes will significantly affect current and new construction.

7. The workforce will need to be on the cutting edge of technology and systems to excel and be competitive.

SOCIAL

1. The rate of illiteracy will continue to increase in the target populations for WCC's programs; poorly prepared students will continue to enroll at WCC.

2. Funding for government and community social services in Wayne County will, at best, stay the same, and may decrease; demand for services will continue to increase.

3. Welfare reform and the Work First program will change the types of educational and support services that people need. Low-cost day care (child and elderly) will continue to be a critical need.

4. The realization that people are increasingly interdependent means that skills such as teamwork, communication, and problem-solving are important for all people to learn.

COMPETITIVE

1. Learning will be customized to different learning styles and needs of individuals. Education will be focused on basic intellectual and interpersonal skills in response to the information age and its associated technologies.

2. The educational and research infrastructure will be transformed through partnerships between community colleges, business and industry, and other alliances.

3. The demand for learning will skyrocket and alternative private and public sector suppliers will compete with community colleges for students and resources.

4. Just-in-time learning will intensify with shortened time for initial preparation, improved quality of workforce/learner connections, reduced cost of learning, the fusion of work and learning, and dramatically altered academic patterns.

5. The Wayne County workforce partnerships between business, industry and education will continue to grow and gain momentum, changing the way we develop and deliver curriculum and continuing education programs.

ECONOMY

1. The economy of Wayne County will continue to be healthy, with low unemployment and expanding economic activity. The shortage of qualified workers will continue.

2. Women and minorities will continue to gradually increase their percentage of the workforce.

3. Unskilled jobs will continue to be eliminated or relocated and will be replaced by increases in skilled or semi-skilled employees. Many people will be employed in multinational environments and in small businesses.

4. A substantial majority of students will continue to work full or part time.

PLAN/BUDGET INTEGRATION
INSTRUCTIONS

1. Review the WCC Long-Range Goal (LRG) and Short-Range Goal (SRG) statements, and decide which ones your department will support. Begin your review of those objectives that were not approved for funding the current plan year. These are the pages with "NOT FUNDED" printed at the top right-hand corner of your planning document in the WordPerfect Planning Directory.

   a. Complete planning unit LRG# and SRG#. (Definitions are on Page 37 of the Strategic Plan.)

   b. Define your Objective/Intended Outcomes and Assessment Criteria.

   c. Determine the resources you will need to accomplish your objective/intended outcome such as equipment, people, facilities, supplies, furniture, etc. Your Department Budget Request Form may have some other items you should consider also.

   d. There are two types of entries for Resources: Department Budget, or the itemized list of resources necessary (i.e. equipment, personnel, etc.) to accomplish the objective/intended outcome. Type "Departmental Budget" if you can accomplish the objective with your current budget. If new dollars are needed, then show the total amount of dollars needed for that objective/intended outcome by resource category. The itemized list of resources required will also be recorded on the Budget Request Summary.

   e. Establish your target date for goal completion.

   f. Repeat this process for each goal and objective/intended outcome. Secretaries and Administrative Assistants should refer to page 38-40 of the Strategic Plan for instructions for creating, updating, and storing plan information. Questions should be directed to Becky Mulligan at extension 213.

2. The following is an explanation of your budget package:

   a. Department (Planning Unit) Budget Request Form. This form is used in conjunction with each new goal and objective/intended outcome that requires additional money. It is broken down by line items you typically use in your department budget. The Budget Summary Form is designed to support up to six planning objectives/intended outcomes. This does not mean you must have six objectives/intended outcomes. However, if you need more than six objectives/intended outcomes, you may copy the form. You are still required to prepare a separate planning objective/intended outcome form for each new objective/intended outcome and attach each one to the Budget Request Summary Form. (For Example: if you are preparing three new objectives/intended outcomes, you will attach three planning objective/intended outcome forms to the Budget Request Summary Form).

   b. Form Definitions

      BASE BUDGET is your current year budget reflected on your budget computer listing. If your Base Budget will not change (increase/decrease), fill in the dollar figures from your computer listing on to this form under the base budget column. If your Base Budget will change, put a footnote at the bottom of the page explaining why. For example, you've been selected to serve on a Task Force that will have you attending meetings around the state for the next year. You estimate that your BASE BUDGET travel dollars will increase from $500 to $1000. You would put a #1 by the new figure, in the Base Budget column, and a

footnote (1) and state: "1. Serving on Task force that will require travel around the State for the next year". Conversely, if you completed a year on the Task force this year, a reduction in that dollar amount and an explanation will be required too. This is to inform the decision makers on why your Base Budget changed.

THE BUDGET REQUEST SUMMARY reflects the dollar figures you will need to begin/complete your new goals and objectives/intended outcomes as determined by your cost estimate. Since your Planning Document will be attached to this Budget Request Summary, a detailed explanation is not needed for these items. Remember to attach all new planning objectives/intended outcomes to the Budget Summary Request Form.

c. EQUIPMENT NEEDS: Every equipment request, including new, replacement, and audio-visual equipment, must be supported by a planning objective/intended outcome. (For example: when preparing the OBJECTIVE/INTENDED OUTCOMES part of the Planning Document, you would indicate your intentions are "to upgrade instruction by replacing out-dated machines over the next five years at a cost of $125,000 per year.") In addition, your equipment needs must be itemized and prioritized from highest (1) to lowest (2,3, etc.) priority on the attached equipment form.

d. AUDIO VISUAL EQUIPMENT AND MATERIALS: In the middle part of the Budget Request Form are two areas for new Audio Visual Equipment and Audio Visual Materials. If you require new Audio Visual Equipment or Audio Visual Materials complete the enclosed forms and attach them to your Budget Summary Form. Also enter the dollars required onto the Budget Summary Form. We will consolidate AV Equipment and AV Material requests and forward them to Media and/or the Library for action.

e. COUNTY FUNDS: County Funds are for those Planning Units that receive County Budget Support. The same rules apply, if you need new telephone equipment, a chair-lift for the library, a vehicle replaced or major repairs, you must have a planning objective/intended outcome tied to it. Enter the required dollars to accomplish the objective and attach the Planning Objective/Intended Outcome Form to the Budget Summary Form.

f. OTHER NEEDS: Other Needs are for those items that do not fit into your current line item category. If you are requesting another full-time employee, you will use this area to make that known. You must include a planning objective/intended outcome to support that new request. Remember to include social security, retirement, and hospitalization (contact Business Office for <u>all</u> current figures) in with your salary calculations.

g. If you are requesting dollars for the second or third year of a multi-year objective/intended outcome, you must use a planning objective/intended outcome to support the request for the dollars. For example: Last year you received first year funding to replace some aging equipment that will take four years to replace. You will need to submit a planning objective/intended outcome to show this is the second year of that four year replacement plan. Another example, where you would not have to submit a planning objective/intended outcome, would be: Last year, your planning unit was initially funded for the ASSET computer software, test forms, and follow-up support. Since this is now a permanent program, you will include the required dollars in your Base Budget.

3. We have attempted to simplify the planning and budgeting process by providing a revised budget document and these instructions. We know there will be instances where you will have questions on items we did not address. Do not hesitate to ask for help or guidance; and if you see that we can do this in a simpler way, please let us know.

4. Planning Group Heads must collect, prioritize, and approve their respective planning units' planning and budget information and confer with the President for final approval. Planning group heads must turn in a hard copy of all planning and budget documents to the Comptroller's Office in the time frame specified in the transmittal package (normally around February 20th). On that same day, the planning group heads should notify Becky Mulligan that planning objectives/intended outcomes in the WordPerfect Document File are ready for prioritization by the Planning Council during the Spring retreat.

WAYNE COMMUNITY COLLEGE
PLAN/BUDGET/TECHNOLOGY INTEGRATION PROCESS

The integration of the college's technology plan within the overall planning process involves several important steps designed to optimize the procurement and allocation of limited resources. These steps are designed to assist the planning unit member in obtaining the proper resource(s) in order to do his or her job.

Coordination with the following college support services functions are required when preparing objectives involving computer hardware/software, audio-visual equipment and/or audio visual materials. The appropriate support services director (Academic Computing Services (ACS), Information Systems, Media, and Library) will coordinate and, if applicable, comment on the appropriate Planning Unit Budget Request Form prior to submission to the Planning Group Head and Planning Council. Therefore, these requirements should be forwarded to the appropriate area early in the planning cycle.

Plan/Budget/Technology/Integration Process.

1. Computer software/hardware requests are coordinated through the Academic Computing Services (ACS) Department (Academic Lab/Network Coordinator). ACS personnel will assist in the purchase, installation and licensing of software used on the college's academic and individual office computers. Computer hardware items are defined as, but not limited to, the following: CPUs, Memory, Mother Boards, Hard Disks, Keyboards, Monitors, Mice, Sound Cards, Video Cards, Network Cards, Consoles, Ports, Printers and CD-ROM.

   The Director of Information Systems should be contacted for issues concerning the purchasing, licensing and installation of software/hardware or any equipment that might use the administrative computing facilities.

2. Audio-visual equipment requests are coordinated through the Director of Media. Audio visual equipment is used to produce and/or present information. "Presentation equipment" includes such things as televisions, video cassette recorders, overhead projectors, slide projectors, lcd panels, cassette recorder/players, laserdisc players, satellite dishes and receivers, and multi-media work stations.

   "Production equipment" includes such things as video camcorders, 35mm cameras, video editors, cassette duplicators, transparency printers, and computer multi-media authoring systems.

3. Audio-visual material requests are coordinated through the Director of the Library. Audio-visual materials are commercially-prepared programs available in a variety of formats: video cassettes, audio cassettes, compact disks, laser disks, video disks, slides, and transparencies. These materials are ordered by the library. Normally, the materials are ordered on a preview basis or purchase on approval with the right to return the materials within 30 days if the contents do not meet the instructional needs.

Once the plan and budget documents have been turned in to the Comptroller for review, the Director of Planning and Research will forward "technology related" documents to the Chair of the Technology Committee for review. The committee reviews the documents to determine:

1. If the educational and/or administrative value of the objective is compatible with the purpose of the institution.

2. If there is existing hardware/software available on campus that will satisfy the need.

3. If the objectives are consistent with the technology goals of the institution.

The Technology Committee will make recommendations to the president who, in turn, working with the Administrative Council will allocate appropriate resources after the Planning Council annual retreat.

The Planning Council, at its annual retreat, will review and prioritize technology related objectives along with all planning objectives. This prioritization will be done independently of the Technology Committee's review. Thus, the President and the Administrative Council will have two prioritization lists of technology-related objectives when they determine allocation of resources.

Closing the Loop
in the
WCC Planning and Evaluation Process

The purpose of this publication is help college employees understand the different types of evaluation processes that we can use to assess strengths and weaknesses of our programs. Regardless of whether you work in education, administration, maintenance, security, etc., you are charged with providing the best possible service within the monetary constraints our public leaders provide. Therefore, we must continue to evaluate how well we do our jobs and use the results of those evaluations for improvement. This is what we mean by "closing the loop."

This training publication will cover four processes we generally use here at the college to evaluate our programs and use those evaluations to "close the loop":

I. Planning Objective(s) end of year review.
II. Committee Recommendations (Focus groups, sub-committees, advisory committees, etc.,)
III. Use of Survey results.
IV. Data analysis and what it provides.

I. Planning Objective(s) End-of-Year Review

The end of the current planning year comes to a close on June 30 of each year, and there are several things that we must do to evaluate our success or failure in accomplishing our planning objectives for that year.

As we have done in past years, the office of Planning and Research sends a memo via e-mail to remind Planning Groups and Unit heads that end of year reports are due in the Planning & Research Office (from Planning Group heads) in April of each year. This means planning units must have their responses to their respective planning group heads prior to the April deadline.

The process and format for reporting is in the Manual for Institutional Effectiveness.

The SACS Reaffirmation Committee suggested we design and implement more formalized training and development to ensure that each department faculty member and administrator is fully knowledgeable and more participative in how they can evaluate their educational goals. They also recommended the college use the results of these evaluations to improve educational programs, services and operations.

In some instances, we do a good job in evaluating our outcomes or accomplishments and examining those results for future application. However, in most cases we simply explain "what we did" and not what the result was. Or, putting it another way, we failed to apply the "so what?" question to what we did.

You may think that the result of the process of upgrading computers or shop equipment was simply the purchase, receipt and placement of those items into service. However, there may be more to say than what you initially thought. For example, let's say you planned to upgrade outdated shop equipment by purchasing several new items over the course of several years. Your objective or intended outcome is to ensure your students have been exposed to the latest technology in their field and are prepared to work with that equipment.

So, you are successful in getting your computerized, digital, laser producing, diamond cutting shop equipment the first of several years. After installation, what did you discover? First, you had to learn how to operate the equipment before you could safely teach it to the students? Reviewed your program or course competencies to see if they were still current or needed to be revised to include the new technology associated with operating the equipment? Found you could do more with the equipment in a shorter period of time thus freeing up instructional time for more hands-on laboratory time for the student? Discovered you needed assistance from "field experts" or advisory committee members validating "real world application" . . .and the list continues.

When you begin to articulate the fact that you were successful in purchasing this hi-tech piece of equipment in your end of year report, think beyond what you did and apply the "so what?" question.

Example: We were successful in purchasing the computerized, digital, laser producing, diamond cutting shop equipment for 1995. However, during the initial setup phase in March we discovered that the staff will require some additional training before we can expose the students to the new equipment. This training will occur during the summer months and should allow us to be proficient enough to safely present the new equipment and its features during fall quarter; the company that we purchased the equipment from will pay for our training. Changes in the syllabus and course competencies will have to be discussed with the advisory committees at our next regular meeting. We anticipate that both students and employers will be satisfied with the instruction and preparation for the world of work with the new equipment, but we won't know the impact until they've been in the field for at least a year. So, as part of our Annual Program Audit graduate and employer surveys, we will ask former students and their employers for their opinions on how well WCC prepared them for the world of work. Since this is a multi-year process, we will establish an objective to conduct the survey next year.

In the example above, we indicated we were successful in purchasing the equipment, what we found out about it, what we needed to do to make sure the competencies and syllabus were still current, who needed to be involved, and how we planned to query former students and their employers about their satisfaction with their preparation. We also indicated that we would establish an objective to ensure follow-up in support of the Annual Program Audit process. Although there is still some work to be done to measure the effectiveness of the new equipment, we basically closed the loop from purchase to evaluation--a process that may take several years to validate and complete.

An easy rule to follow is to tell them what you did, what the result was (so what? question) and what further action is or will be required.

The definition for "closing the loop" is best described as "what has been accomplished from the planning objectives which we implemented back in July 1994 and, now require some form of explanation of their status at the end of the plan year (June). Those explanations can fall into three categories:

1. You successfully completed the objective and want to close it out;
2. You successfully implemented a new objective but, more work or analysis must be done before it is complete;
3. You were not able to implement the objective this year; and therefore, must carry it forward to the new plan year or recommend it be modified or deleted.

If you can visualize, in our planning model in the Manual for Institutional Effectiveness, we basically:

1. Implement our respective planning unit objectives in July
2. Review our progress in September and make adjustments as needed
3. Provide a formalized evaluation of our progress in December and review objectives that were not previously funded for possible implementation if additional funding is available

4. Review our progress in March and make adjustments as needed
5. Closeout the plan year in June with a formal evaluation of what was accomplished and the implications of those accomplishments

The "implications of those accomplishments" is where we tend to fall short in taking results of assessment and tying them back into the planning process. Now, let's look at some other areas that we "do the work in" but don't always follow through in "closing the loop."

II. Committee Recommendations
(Focus groups, sub-committees and advisory committees)

Everyone you talk to at the college will tell you that we spend an enormous amount of our time on Committees. These committees represent the "broadbased involvement" the Commission on Colleges of SACS asks us to subscribe to. However, more important than that, it offers us the opportunity to explore and discuss issues that affect the way we do business. Usually the best ideas come from committee work resulting in admirable proposals that are considered for implementation by our decision makers.

However, we don't always follow through on those committee recommendations that are implemented; consequently, we're not sure whether the resources that were approved for implementation to determine if the desired result or intended outcome was accomplished. This is usually the case when whoever is in charge of the committee does not have a clear understanding of what his or her role is once recommendations are implemented. Too often we tend to let the dynamics of the process "chug along" without an engineer to guide and monitor the process. We tend to think that the main engineer (the college president) will oversee everything and that we do not have any control over the process, consequently releasing all responsibility to no one.

So, first and foremost, the committee chair must either assume the responsibility for implementation and evaluation or designate someone else more appropriate to do so. In the case of the latter, the recommendations from a committee become the responsibility of the department which the committee was formed to help or as directed by the president.

Let's look at an example.

A committee was formed to study student retention. The committee chair comes from the Student Development Services division and has six people from around the college to assist in this study. The committee's goal is to develop recommendations for recruiting students and retaining those students. Since this goal is somewhat general in nature, it might be appropriate for the Vice President of Student Development to take the initial responsibility to consider and implement the committee's recommendations. This also ensures these recommendations receive the appropriate attention for success.

The committee recommends that the advertising budget be increased significantly, to reach more potential students through the media (print, television and radio) because a survey administered earlier indicated that the college was falling short in reaching favorite radio stations for minority students, and that there wasn't enough printed material that could be distributed by the recruiter on her trips to area high schools.

The Vice President for Student Development enters this as an objective into the upcoming year's plan and is subsequently approved and the additional resources allocated. Over the course of the next year, more radio stations carry the WCC message and the recruiter is able to provide more printed material to potential students. As fall quarter begins, we see that initially, more minority students are enrolling, than in the previous fall term.

Could this be an indication that our increase in the advertising budget, strategic targeting of minority radio stations, and the recruitment of high school students caused this increase? This is a question that often goes unanswered because no one thinks to follow through or "close the loop".

An effective way to address this process to determine if it was worth the "extra bucks" is to query the students to determine how they learned about the college. This may take a couple of years to track but as long as minority enrollment continues to grow, analysis from student surveys may validate that the additional focus on minority students paid off, thus justifying the initial increase in the advertising and recruitment budget. This kind of information can also pave the way for additional budget increases while thwarting the tendency to cut the budget during lean times.

So, as a committee chair, you have the responsibility to determine who will be responsible for following through and assessing the success of your committee's recommendations. Keep in mind, it may take time to accomplish the latter, and if you don't consider how you will measure success early on, you will have a difficult time "closing the loop."

III. Surveys
Our bread n butter for assessment

Surveys help us gather information and analyze it for various applications.

- If we have interest in a new curriculum program for the college, we will do a "needs assessment" survey with local business and industry to obtain present and future employee projections so we don't create a program that turns out graduates who can't find jobs because of limited area employment.

- We assess or evaluate our programs on a regular basis, and that allows us the opportunity to ask specific questions to our constituents, peers, business and industry employers, and students.

    - We ask how we do with our services
    - How receptive or approachable we are with students
    - How successful former students were in college transfer programs
    - How successful former students were in getting a job
    - Was continuing education courses helpful in the workplace
    - Is the public satisfied with the leadership role the college takes in the county
    - Did our remedial programs help students prepare them for college level work
    - How are we viewed as faculty and administrative professionals
    - What kind of service do we provide to our internal constituents

The list of questions or inquiries can be exhaustive, and if they are not seriously addressed, they can perpetuate unhealthy practices, low esteem, lack of importance, low enrollment, low retention, poor grades, poor performance, fraud, waste and abuse and other unhealthy activities or practices.

Although we do not experience those unhealthy experiences, we also do not do a very good job of taking survey results and addressing the "negative" side of some of the comments we solicit information on. Surveys are people's opinions based on perceptions of how things probably ought to be whether we like it or not. It is our responsibility to address those opinions the best way we know how in order to correct a deficiency, improve on a program or process, and develop new initiatives that will benefit the student and college.

Knowing what to address in surveys depends on what you are need to find out.

Let's look at another example (*):

* Feedback from a former graduate of a program of instruction might indicate he or she was dissatisfied with the preparation received in his or her new job. If you receive similar feedback from other former students or present employers it could be a sign that something is not right. So you begin to investigate the process of "closing the loop" through research of the literature and constituent feedback.

    - First, you might contact some of your constituents around the community college or university system to inquire about changes in equipment or methods you may not be aware of.
    - Secondly, you might review current business and industry publications that predict or project changes for the future.
    - Third, you could discuss concerns with your area employers for their input or suggestions.
    - Fourth, you might pull your advisory committee together and discuss concerns brought out in the survey to seek their comments or suggestions.
    - Fifth, maybe you were already aware of these changes and were trying to incorporate them into your curriculum, but the financial resources have not been available for some time and you've already done your homework with the previous four steps. The survey became the evidence you needed to convince your boss(es) that your program needed some attention and higher priority consideration. So, you prepare a planning objective with the supporting documentation and provide that information to your supervisor as a means to obtain the additional funding.

You have, in effect, "closed the loop" on responding to your analysis of the survey; however, you will still have work to do. Now, you must assess if the new equipment you were successful in obtaining reduces or eliminates the concerns for lack of preparation by the college. If you did your homework with the previous steps, you will, most likely, be right on target.

Now, let's move on to another area that we can use to evaluate ourselves by using Data Analysis.

IV. Data Analysis

Data analysis is fun. Some folks refer to this process as "statistics." Since "statistics" has always bugged me, I prefer the term data analysis. Data analysis is basically looking at numbers and percentages over a period of time for trends. Trends can tell us whether we are up, down or horizontal; meaning we are high, low, or average. These trends can help us establish a "benchmark" or goal for improvement. This information can be found in all kinds of publications, especially the college's Fact Book, reports form Admissions and Records, and the Business Office. You might keep records that show your grading trends with students.

Data analysis can help you predict future trends by looking into the past by using a process referred to as "regression analysis". Regression analysis is looking at several years of data to see why the numbers fluctuate up or down and explain those fluctuations. Numbers can be people in disguise.

Let's look at an example of numbers that reflect an 11 year enrollment pattern for The Little Red Riding Hood Biscuit Baking course. The enrollment data is for the beginning and ending period of Fall Semester.

The Little Red Riding Hood
Biscuit Baking Course
Fall Semester Analysis

Year	84	85	86	87	88	89	90	91	92	93	94	11 Year Average
Beginning Enrollment	20	20	20	20	19	20	20	21	21	21	20	20
Ending Enrollment	15	15	15	17	14	16	14	13	13	12	10	14

During a meeting with your supervisor, it is observed that, through his or her review of your beginning and ending enrollment numbers for the past two years in your "xyz" technology course, there appears to be a high number of people exiting the course before completion. You are asked to take a look at that pattern and see if you can isolate the cause.

The class size averages around 20 students per semester. By the end of the semester, you loose an average of about five (5) students for academic, attitude, or family problems. You begin your research by evaluating student evaluations of faculty by former students and pick up on several comments that relate to "a boring segment" in your course. You also contact Student Development to see what comments some of the "early leavers" had to say about your program. Some indicate they lost interest and did not see the relevance of some information that was being presented, some ran into family or work problems, and some think your program is the best in the world.

However, there is an indication of dissatisfaction emerging from some of the data, there are consistent dropouts at the same point in the curriculum, some negative comments about course content and relevancy from student surveys. Your "gut feeling" is that the students may not be properly prepared for entry into that "stumbling area" of the course. Further investigation or study of students will have to be done to determine this. Therefore, you may have to ask Student Development to assist you with ASSET test score analysis of your students. You may also have to examine your course content for currency and relevancy. Maybe . . you lost touch (just a little bit) with industry. Maybe the high schools just aren't reaching out or getting to them. Maybe you need to look at the composition or demographics of the class that will identify such characteristics of those "early leavers" such as age, ethnicity, or gender for clues that might help isolate the cause.

But, if they've gotten this far into the course and dropped out, maybe it's something we're not doing right. A tough call on ourselves is sometimes hard to accept; however, you press on. After talking with your constituents in the industry and at other schools, and maybe review some literature, you find that some of the information in the syllabus is outdated and has past its usefulness or is redundant with something else you've already offered. The reasons could be many; however, you've isolated the problem to an out-of-date syllabus.

You begin to revamp this course with vigor and vitality, because now you know there will be "new equipment"--computerized equipment and virtual reality software which allows hands-on application which you haven't been able to do up until now. Once again, you begin to "close the loop" with your findings from your data analysis of enrollment numbers, survey results, student record assessment, interviews, and literature review.

But in order to make the course revision strategies a reality, you must submit a planning objective. As we begin to "close the loop" in one area (data analysis) we enter into another (making the change a reality). With this change we will want to see if we were correct in our assessment that the syllabus was out of date. Once again, we'll have to establish some criteria to see if student enrollment/retention improves in the program.....and the cycle of evaluation continues.....

Summary

Wayne Community College uses a variety of assessment means to evaluate the effectiveness of the college. The four most common processes used her involve the (1) mid-year status report and end-of-year review of planning objectives; (2) recommendations from focus groups, subcommittees, and advisory committees; (3) the use of survey results; and (4) data analysis to recognize and investigate healthy and unhealthy trends.

The application of each one of these processes, or a combination of all four, will lead to improving our strengthening our programs and services. Regardless of the method used, we must recognize that planning and evaluation is an ongoing process and that "closing the loop" does not always mean our job is done. It is a perpetual process for improvement.

If you have questions, or require assistance in applying the concepts of "closing the loop," please give the Planning & Research Office a call. As always, we stand ready to help.

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